child study

A quarterly journal of parent education

Summer 1953

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Sixty-five cents a copy Vol. XXX, No. 3 $2.50 a Year

EDITOR: Margaret C. Dawson. EDITORIAL BOARD: Aline B. Auerbach, Elizabeth Bradley, Gunnar Dybwad, Pauline Evans, Josette Frank, Sidonie Matsner Gruenberg, Elizabeth Pope, Anna W. M. Wolf.

Every issue of CHILD STUDY is completely indexed in the Education Index.

CHILD STUDY re-entered as second-class matter September 19, 1947. at the Post Office at New York, N. Y., under the act of March 3, 1879. Copyright 1952, by Child Study Association of America, Inc. Published by the Child Study Association, 132 East 74th Street, New York 21, N. Y. Quarterly in Fall, Winter, Spring, and Summer issues. 65 cents a copy. $2.50 a year, $4.50 for two years, $6.00 for three years. Add 25 cents annually for all foreign subscriptions.

By-lines

FRITZ REDL is Professor of Social Work at Wayne University, and co-author of several books, including *Children Who Hate* and *Controls From Within*. He offers a provocative discussion of the conflict between individual freedom and social conformity as it affects our attitudes toward youth.

In his discussion of growth toward mature parenthood, and the use we can make of available knowledge, JEROME D. FRANK, M.D., Professor of Psychiatry at Johns Hopkins University, draws on insight and understanding gained from many years' psychiatric work with both individuals and groups. He also has written extensively on group psychotherapy.

As President of the College of the City of New York, and a former Assistant U. S. Commissioner of Education BUELL G. GALLAGHER speaks authoritatively on how parents can gain, and maintain, personal integrity in the face of external threats and forces.

NELSON N. FOOTE, Professor of Sociology at the University of Chicago, and Director of its Family Study Center, discusses how parents learn, with specific knowledge of what conditions affect this learning process.

LEO H. BARTEMEIER, M.D., practicing psychiatrist and Associate Professor of Psychiatry, Wayne University Medical School, examines the pressures which influence parent-child relationships especially in the early years of the child's life.

Currently Music Director at the New Lincoln School and the Vassar Summer Institute, HUGH K. MCELHENY has been active in the field of music education for both children and parents for many years. He also gives a music workshop for Bank Street College, and has been connected with many other community and recreational music projects in the past.

Eduard C. Lindeman, whose death was so keenly felt by all who knew him and had worked with him, was an active member of the Child Study Association Board, and later of its Advisory Board, for thirty years.

During the twenties, when the work of the Association was developing on a national and international basis, it was invaluable to have the counsel of one who was himself breaking new trails in adult education and social work. It was under his guidance that many activities new to the organization and to the whole field of parent education were inaugurated. He presided at many CSAA meetings and participated in lecture courses of all kinds, and when he was speaking a "standing room only" audience was assured. The annual award given by the CSAA Book Committee for a "book for young people which deals realistically with the vital problems in their world" was first presented by Mr. Lindeman at a meeting in 1943 which gave the proceedings wide significance.

In recent years, national and international commitments absorbed much of his time. Yet he still made himself available to the staff of the Association for consultation, and continued to give of that personal warmth which always accompanied and enriched his sound advice. Even during his last illness he wrote a fine editorial for this magazine, *Strength from diversity,* which appeared in the Spring, 1953 issue.

A few hours before he died he said to his children, "America is beautiful. It's a wonderful land. Don't let the enemies of freedom spoil it. It's up to you to see that it is not spoiled." That was his testament, not only to the members of his family, but to all who care for, and work for, the strength and freedom of the America he found so beautiful.

Personal growth and the pressure to conform

Family life flourishes best when the temper of society is relatively serene. Undisturbed by constant upheavals, parents and children are given time to learn from one another how best to live in a society based on man's capacity to govern himself. Together they foster respect for the needs of each other and encourage responsible self-discipline. By balancing personal goals with the needs of the group, they are able to move toward mature ways of living.

But when, as is true today, the outside world gets out of balance, the family is in danger of losing its bearings. Its members may veer toward pursuit of self-interest or go too far in yielding to demands for conformity.

Everywhere we encounter pressures to accept what is generally accepted, to bury our doubts and questions, to leave off learning and growing and increasingly to give ground to authority. To some extent, people must always subordinate personal interests to the larger aims of the group but this may bring about a distortion of social values that will tend to destroy individual freedom and creativity.

This pressure to conform invades our homes today. Gradually we are bargaining away our traditional right to choose our own goals and standards and are succumbing too easily to the sanctions and purposes of the crowd.

How can we maintain our way of life in the face of these dangers? How can parents protect all they most value and still keep alive the spirit of free inquiry and individual independence? How can they nourish their own and their children's aspirations, yet remain realistic? Will they be able to pursue their own generous impulses to take part in vital personal and social issues, despite the pressure to conform?

These are difficult questions. We believe they can be answered if, as individuals, family members and citizens, we keep clear the full meaning of responsive and responsible freedom.

Program statement of the CSAA Annual Conference, March 2, 1953

By Fritz Redl

Are parents worrying about the wrong things?

In trying to help adolescents with their problems, do parents look squarely at the young people or at their own anxieties and prejudices?

The theme of this conference is about the pressure to conform—an important problem, for youngsters and parents alike. The struggle to maintain our personal integrity in a world of conflicting views seems to be among the concerns of many parents. The task of simplifying all these issues so they fit into the time allotted to me seems hopeless from the start. So—I'd rather admit that I won't even try. I see my function more as a stimulator of discussion for the groups which will meet this afternoon and tomorrow. Among the issues which I consider the most important ones for us to become concerned about, are the following four.

The prejudice against youth

I. *What must we do about our collective prejudice against youth?* If you think I don't mean exactly that, you are mistaken, for I do. I don't mean that you dislike children or that you are cruel to your own. In fact, I notice that, with some exceptions, the people in our communities are quite genuinely concerned about the welfare of their children, and love them and are ready to make many sacrifices for them. Yet I notice also that when we act collectively, something very strange seems to happen to our attitude, and I think that this curious change has become more and more noticeable over the last fifteen years—or perhaps I have just become more aware of it. It is this: when we act as a group of adults, we suddenly become subject to an entirely different evaluation of "youth" than when we are thinking specifically of Johnny or Mary or our own youngsters at home or in school.

Suppose we read in the paper of a boy who has killed his father. It may be that the situation in his family was very bad, even to the point where the father has tried to kill the mother (and it is unlikely that the boy is a trained boxer so that he knows how to defend her without knocking out his opponent). But without considering whether this is the outcome of a pathological condition which has been years in the making, or whether it is the defense reaction of a desperate person, we immediately put the accent on *youth*. TEENAGER KILLS FATHER, we read in the papers, and people say to each other, "What's come over the young people today? If you don't watch them every minute, that's the kind of thing you can expect!" The killer, in other words, is immediately taken as a typical youth, although his age may have little or nothing to do with his actions.

On the other hand, suppose Johnny, who is an Eagle Scout, dives in the river and drags a drowning person to safety. That, too, gets headlines. But is Johnny written up as a typical teen-ager, an example of the way our young people are and of the things they do? Not at all. He is left in full possession of his individuality. This is Johnny, a wonderful guy. "Isn't it encouraging to see that there are still a few kids like that around?" people exclaim.

I grant you, it may be true that "some of your best friends are teen-agers." But notice how we use the term *adolescent* with a negative implication, as though adolescence consisted entirely of immaturity—though, in fact, some of the nicest things in life come to fruition in adolescense. Too often we accept in our talking, speaking, writing and thinking, the newspaper stereotypes of youth, and fall into the habit of taking it for granted that young people need constant surveillance to keep them from becoming delinquent overnight. We must recognize that our own integrity is at stake here, and that it is just as pernicious for us to accept stereotypes about youth as any of the other prejudicial symbols which we use when we want to deal with a scapegoat stereotype instead of a real person.

The false alternatives

II. *When are we going to learn to say Yes and No in a way which is both clear and clean?* We seem to be expected to join one of two opposing camps when it comes to this issue, and we fall into the trap nearly every time. One camp I might describe as the slimy swamp of total permissiveness; and the other camp I would describe as the rugged territory of red-blooded "right-mindedness," defended by those who think the matter can best be handled by allowing the adults to have the temper tantrums instead of the kids. This is a totally wrong and fallacious alternative. Even in *therapy* we have learned better than that. It is true that, for a very brief while, we had the illusion that the therapist should be nothing but a receptacle for the emotions of his patient. But we speedily discovered that there is more to therapy than that, and I have not found anybody for a long time who would really argue that we must never interfere with anything a child does. The other—the two-fisted, right-minded attitude—has never been openly promulgated in any kind of therapy I know of. Yet even psychiatrists have a disconcerting way every now and then of reaching into the trick bag of folklore and coming up with the horrible myth that the best entrance into a child's character is through the epidermis of his hindquarters.

This false either/or ultimatum has the effect of distracting us from the children themselves and from trying to figure out realistically what we should do. Let us look at it as a three-notch scale, instead of a two-notch scale. The first notch is permission, cleanly given and with no "maybe" about it, and none of the preliminary nagging which makes the child feel you are going to hate him for whatever he does, even when you have given your consent to it. Some things have to be permitted. Period. There is no question about that. The question is, in Mary's or John's life, which are they? And at what age should these issues be handled permissively?

The intermediate notch on the scale, between permissiveness and interference is something I would like to call symptom-tolerance. It is not true that the alternative to permitting is forbidding. The next step is to tolerate something. For instance, when youngsters do something they shouldn't, you can sometimes let them go ahead with it, because you realize they have to learn. In such cases, parents need not be afraid that the children will conclude that what they are doing is all right and will always be allowed. Children are not that stupid. Even the very confused, over-excited and disturbed youngsters I had in my treatment home were under no illusion when they came home with their pockets full of loot

that I "permitted" stealing, although they also knew they would not be punished. They understood that I had a system, that there was method in my madness, and that I did not for a moment mean they were free to go on happily swiping more things.

Remember that apart from pathological symptoms, there are many kinds of behavior which are simply symptoms of a developmental phase. Kids do certain things at certain ages, and you have to accept that fact. You do not, however, have to pretend that you think it's the last word and are quite content to have things stay that way forever. Neither do you have to express disgust. You *do* have to create an area of symptom-tolerance and then you may be sure the child knows you would like him to discard his symptom just as soon as the necessity for it is gone.

Clear and clean

The third notch is interference, and now comes the question of what kind of interference is clear and clean. By "clear," I mean so that the kids know what's what: just how far they are allowed to go and where they must stop. And by "clean," I mean that the interference does not damage something in the child's personality. Many people are so proud of the efficiency with which they stop a certain kind of behavior that they don't give a thought to what happens to the child. They are quite happy to make him swallow the pill which stops his headache even if it may have a serious effect on some other organ later on.

There is a gap in our knowledge here, and much research needs to be done so that educators, clinicians, psychiatrists and psychologists can be more specific on this issue. At present, as educators, we primarily sell personal belief pills or political, religious or aesthetic conviction tablets, or rely on the old bag of tricks. There is also what I would describe as a psychiatric panic in relation to the question of limitations, which we try to meet in one of two ways. The first of these is the silent treatment. Suppose you come to me for advice about Billy, who threatens to bash in his baby sister's head with a hammer. I don't say anything, but look at you for a long time, until you begin to think "Oh, I shouldn't have asked that question—now he thinks I'm a psychiatric illiterate." Then at last I begin to tell you *why* Billy wants to bash in little sister's skull, and explain that this is perfectly natural and that he needs more warmth, and so forth. But you still do not know just what to do so that you won't hurt Billy and also can protect the baby.

Or, if doctors do not give you the silent treatment, we may hand out all kinds of advice in an effort to seem competent, although this advice is really based on nothing more reliable than the remedies from grandma's medicine cabinet. When it comes to helping someone else manipulate the behavior of their children, we dish out the same old tricks and are full of good advice, such as that you should or should not punish; or that permission is better than punishing; or reward is much more constructive—all of which is sheer nonsense. It isn't as simple as that.

This ought to stop, and I think that, as a parent group, you ought to insist vocif-

NEXT ANNUAL CONFERENCE
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erously that more studies be made on the dynamics of influencing behavior. To know *why* things happen is only half the job. The next step is to know *how to deal with* behavior—to find a much more precise instrumentology for "interfering" with it. We are not yet even in the position of the pharmacologists, who know what pill contains what drugs and how they should be mixed and what conditions should precede the medication. Much less do we know which person should swallow which pill.

Nor are we sure about the amount of the dosage. There may be a time when you wish not to stop some kind of behavior entirely, but only to tone it down and shave off some of the edges. For the task of the parent is not only to influence long-range traits of character, or to help in the dissolution of minor psychiatric accidents along the way. The task is also to help in the decision as to what part of the child's personality should come into action right now, and which part had better stay on the fantasy level for the time being, where it is reasonably safe and where we can do something about it gradually without letting it erupt all at once into actual behavior. Then, too, there may be very immediate, practical reasons for your need to interfere at some point or other. There may be budgetary reasons, or the time and place may be inappropriate for certain actions, so that again you do not seek to stop, but only to delay. All these factors enter into the complex equation and should put us constantly on guard against the false choice between permissiveness and interference.

Is "adjustment" the whole task?

III. The third issue I'd like to get you stirred up about is *whether "adjustment" is really all that children have to learn?* In the last twenty years, something has happened to our vocabulary. We don't talk any more about children being bad or good —to call a child "bad" would only show that you are unsophisticated and not up on your child-development literature. Instead, you may say that a youngster is "immature." (I have even been told that certain nursery school children were "immature"; and while I understand that it is quite possible for a child to make life unbearable, so that you have to state your disapproval somehow, still I ask myself, if you can't be immature in nursery school, when can you?) Or, if you are fond of the word "adjustment" you can use this (together with "bad" and "good") to describe all kinds of behavior, and these overpopularized words represent the only remaining criteria in our scale of values. I think there is a justified rebellion against this vocabulary in many areas, and I should like to contribute to it.

The "authority-loaded" adult

Actually, both parents and workers in the field of child development, mental hygiene and psychiatry have already rebelled against the adjustment concept, for we realize that children have to cultivate the ability and judgment to know when to rebel against the authority-loaded figure of the adult.

In the first place, there is the danger that a child who has adjusted too thoroughly to adults will not know how to protect himself from the grown-up who would harm him. Certainly you don't want the youngster to follow the pervert who offers him candy just because this man looks like, and acts like, a respected uncle or a good character in the movie he saw yesterday. You want him to have the ability to say, "No, I don't care how you act or whom you look like, I won't go with you. Now get out of here."

Then there is the kind of necessary rebellion by which a child establishes his own autonomy. There are two phases in child development when this so-called negativism (which actually has little to do with real aggression or hostility) plays an important part, and the need to cultivate leeway for "intelligent rebellion" in child-adult relationships is very great. The first is between the ages of three and five, when the child has to say "no" because this is his way of

proving that he is himself, a separate person: if he says "yes," how is he to know that he is not merely acting as an extension of someone else? Of course, the differentiation between this necessary kind of rebellion and just plain cussedness is still an important diagnostic issue.

We know also that in adolescence there is a good deal of behavior that looks as though it were plain disorganization, but which is largely just emancipation acrobatics. The necessity for this is widely understood and accepted today—even though this phase may be temporarily uncomfortable or frightening to the innocent (or not so innocent!) bystander—so that already we have built a rider into the concept of adjustment and are insisting on a space for marginal rebellions. And we understand, too, that a nation of youths who are supposed to live in a democratic pattern must have the ability to rebel against unjustified authority as well as the ability to surrender their egotism.

Group adjustment can go too far

And here I'd like to make another comment. We have learned to take it pretty much for granted that, in reference to individual authority, intelligent rebellion is good. But there is another aspect of this which we do not understand or accept so easily. Somehow we are still imbued with the idea that adjustment *to the group* is the ultimate good. Of course, children should sometimes rebel against adults, we say, but against the group—that's different. We start applying this idea with nursery school when the task of group adjustment does not come altogether naturally to youngsters, since they regard the other kids as competitors both for the security of adult approval and for tangible things like toys and candy. At this time, we work at the important job of making them learn to share and to accept the other children as partners. It is a comparatively easy time for us to do this, because children of this age are eager to feel secure with us.

Around the age of eight or nine, however, something happens. There is a group adjustment all right, but not of the kind we like. All of a sudden, the child you tried for years to interest in other kids, will have nothing *but* the group, and the gang code becomes his entire value system. What father and mother say now means nothing. Somewhere the child's superego lurks around the corner, but right now he'd rather be found dead than be called a sissy or a dope by the biggest bum of the lowest group in his gang. We have come to realize that this is necessary, that we can't help it and that we have to allow as much leeway for it as for other normal developmental needs.

Over-dependence on the gang

But while we have acknowledged that, we have not even begun to study how to help youngsters when, under pressure of public opinion, they become *over-dependent* on the gang. The fact that it is the group exercising the pressure does not mean that it is a justified pressure, or that the child should submit to it to the point where his own integrity and value system is totally destroyed, or where he lives in constant anxiety lest he might say or do something that would not fit into the group code. I have found as severe personality disturbances in children because of their inability to rebel against group codes as because of adjustment failures.

Let me use three illustrations from the work done at Pioneer House with disorganized youngsters. First, the clown—slavishly dependent on the code of his peers—the youngster who will do anything to get the group nod. He is ashamed, because he knows that you, the therapist or parent, would disapprove; and he still loves you. But he would rather die than not do what the rest of his audience now thinks so cute and wonderful. Any teacher knows how often this happens. How do we find out how much of this is unavoidable and, on the other hand,

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By Buell G. Gallagher

Personality under pressure

To lessen the effect of today's fears and frustrations, we must rely more on understanding, less on recrimination

There is nothing new in the fact that people live under pressure today. What is new in our present situation is the degree of the pressures under which we live, and the extent to which we appear unable to cope with them. That is why it is wise for us now to face frankly the dimensions of our dilemma, as well as to canvass our resources.

Today's parents have felt a peculiar and special series of pressures. The First World War was fought to make the world safe for democracy, yet it resulted in a new rash of dictatorships. The false prosperity of the 1920's only set us up like tenpins to be bowled over by the Great Depression. And in that world-wide depression, the Second World War was born—a war which many hoped would at least make it possible for mankind to build a secure and peaceful world society. Climaxed by the atomic bomb, that war conjured up such horrendous portents for the future that the General who has become our president once said, "Now, perhaps mankind can be blackmailed into peace." Even that slim hope has yet to come to fruition. Meantime the tensions mount, the fears multiply, and uneasiness lies upon us like a miasmic cloud. We have had what Kipling referred to, in other circumstances, as a "jolly good lesson." But the lesson we have "had," like many a classroom experience, has not necessarily been learned. We have been exposed to a learning process, but there is as yet little proof that the exposure "took." Indeed, it appears that we have still to discover the meaning of the experiences which have helped to make us what we are.

This human nature of ours is strangely like Alice's lobster:

"When the sands are all dry, he is gay as a lark,
And will talk in contemptuous tones of the shark:
But, when the tide rises and sharks are around,
His voice has a timid and tremulous sound."

This is a day when tides are rising, when sharks are around, and when something other than a timid and tremulous sound is needed.

I do not suggest that we should all begin to speak very boldly and bravely in an effort to cover over our fears and to deny what we know to be true. Whistling in the dark is no better than cursing the darkness. If we are to speak less tremulously, it should be only because we have reason to be less timid.

Neither do I suggest that we should strike out in bitter attack on those who are instruments of fear among us. Much as I disagree with certain kinds of political figures who appear to be capitalizing on the widespread fears of the people, exploiting those fears for their own designing purposes, I do not believe that we accomplish very much merely by denouncing the opportunists who ride the wave of current hysteria. It is my own belief that the solution to our

problems will come only in small part through unmasking the agents of fear; our answers will come, instead, in building the climate of opinion in which the terror that stalks by day among us becomes a laughing stock. We must not permit our own silly fears to be the handles by which others lay hold on us, even as we make our indignant protests. Two cats, their tails tied together, hung over a clothesline, scratch each other. They do not ask how to get that knot untied. We should concentrate on untying the knot of fear which holds us close to the claws that tear. If we wish to untie the knot, we have to know how it is tied and of what it is composed. I, for one, see little good in yowling and scratching merely because we are being scratched by yowlers.

The suggestion I make is that we use our knowledge of human personality as a means of correcting the dimensions of fear.

The social roots of personality

Two things are of primary relevance in this connection. The first is this: *every individual personality is rooted in a social ground;* it does not and cannot stand in empty air. Every human being, from infancy to death, lives with other human beings, develops attitudes and habits which are woven into the fabric of personality and which become as much a part of the daily functioning of life as the air that is breathed. These social aspects of the person are not optional, nor are they incidental. They are inevitable, essential, intrinsic.

Take a simple matter like diet. A child brought up in the rural South learns to like grits and gravy for breakfast, while an urban youngster, who grows up in a television-dominated world, is strongly tempted to eat the breakfast foods which carry the box tops and bring the prizes. So it is with dress, with speech, with all the things which go to make up the externals and trappings of daily life. And so it is also with the ideas and ideals which an individual learns. He prefers racial segregation and preaches intolerance if he is brought up in a society where segregation is universally practiced and where intolerance is both the tool of defense and the means of perpetuating segregation. Or, if his home and school and religious life nurture the attitudes and develop the ways of affirmative brotherhood, he learns these as an integral part of his personality.

As the intricate patterns of personality develop, the borderline where the individual and the social aspects of personality merge becomes increasingly hard to discover. Probably the two are indistinguishable in most people, just as a tree cannot be severed from its roots and still live. The individual personality is rooted and grounded in a particular social *milieu,* and for better or worse that social ground gives to the individual personality its stability and staying power. That is the way we are. And thus it comes about that anything which disturbs, or threatens to disturb, the social ground of individual personality is interpreted as a threat to the integrity of that

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personality. A tree, deeply rooted, can be storm-tossed and free, with its proud head held to the sky. But that same tree is a fallen giant if it is uprooted.

This is what lies behind our current fears. In a day when many of the basic assumptions of life are being challenged, when the cold war and the H-Bomb threat give reality to our worries, when men are choosing sides for what portends to be a relentless conflict between the Free world and the Slave, when few of the old securities lie warmly and reassuringly about our roots, we feel naked and exposed and helpless. We feel as though the earth were shaken and a yawning chasm were about to swallow us. And we feel these things with a special and peculiar directness, each of us for himself; because any threat to the social ground of personality is a direct threat to the integrity of each individual rooted in that ground.

That is why a child insists that the precise words of the fairy tale read at bedtime must, each night, be exactly as they were before. This is why the conservative political and social forces are always more vocal in times of threatened social change. This is why religious fundamentalism thrives in an hour of social difficulty. This is why so many persons listen gladly to the wild charges and general defamations hurled at liberals. This is why liberals, in their turn, become so vigorous in attacking revolutionaries; and why they also tend to waste their efforts in attacking the attackers from the Far Right. This is why the pressures of society, the pressures on the individual to conform, become almost irresistible at moments like the present. For anything which appears to pack the social soil more firmly about my roots appears good to me, while anything which puts a spade to my social soil or an axe to my rootage is interpreted as a direct threat to my ability to stand. In short, my own personal integrity is closely identified with the stability and continuity of the society in which I am rooted. Hence come the desires for conformity, the sensitivity to pressures good and bad.

Now, what does this mean in our understanding of the dimensions of fear? Does it not mean, clearly, that we have very little to fear after all? As I said at the opening of my remarks, there is nothing new in this situation except its intensity and our consequent difficulty in meeting it. Once we understand the character of the continuing crisis of living, we begin to be in a position to conquer our fears and hence to overcome our frustrations.

How aggressions grow

This brings me to the second fact about human personality which is vitally relevant to our present predicament: *frustration breeds aggression.*

One of the best documented facts of psychological inquiry is summed up in that phrase. Take an infant; hold his arms tightly against his sides; watch him try to move them, then begin to kick, then grow red in the face and bellow with rage. Frustrated, he becomes aggressive. Consider the same qualities in an adult. Deny him the freedom of movement which has been his accustomed lot, or let him fail in the achievement of some personal goal or be constantly frustrated by social conditions beyond his control—he strikes out, he kicks, he bellows; and whatever object lies close at hand becomes the butt of his attack. Thus, there is more wife beating in time of general unemployment than in times of prosperity. Thus, there are more Congressional investigations in times of national and international tension than in times of relative peacefulness and serenity. Thus the rate of crimes of violence tends to be higher in neighborhoods where society denies to individuals the normal constructive outlets of good fellowship and of social acceptance. And thus does each frustrated person become more bellicose in demanding that others cease to trouble the social soil in which he is planted. And the more he meets with failure in that demand, the more unreasonable he becomes in demanding social conformity.

I say these things not to excuse the frustrated in their aggression, and not to argue that there is nothing that can be done about it. On the contrary, once we accept as a working hypothesis the idea that frustration breeds aggression, we have an approach to our problem which can help to dispel the doubts and fears which paralyze us.

Infantile patterns

Actually, the pattern we are speaking of is an adolescent and even infantile pattern. As we mature in our psychological reactions, we tend less and less to permit aggression to follow directly on the heels of frustration. We learn to "count ten." We find other means of working off the excess adrenaline generated by frustration. Where an adolescent kicks the door he cannot open, a mature person finds a key. One means of escape from the endless succession of aggressive acts born of frustration is the cultivation of maturity. But growing up is both painful and difficult. It is so much easier to kick the door than to find a key—and so much more fun, too, if we wish to act like children. That's why it is understandable that some among us should prefer to return tit for tat when they are unfairly attacked in the press or on the floor of Congress. There is always some satisfaction in getting it off one's chest, even though there may be no assurance that the opposition, once told off, will stay told off. Yet these are not the patterns of maturity; they are the reactions of immature irresponsibility.

I have heard it said that adolescence usually begins at about age thirteen and usually ends at around age thirty-five. A more correct statement might be that adolescence usually begins about age thirteen —and sometimes ends.

A large proportion of the irresponsible attacks which currently help to feed the fears and stir up the emotions of the American people are to be understood as nothing more than adolescent irresponsibility on the part of frustrated and fearful persons. They don't know what else to do, so they kick everybody in the stomach.

And while we cannot hope to bring all of these adolescents of both sexes and all ages through a successful psychoanalysis to rid them of their frustrations and cure their aggressions, we can at least achieve, for ourselves, that degree of maturity which prevents us from reacting as adolescents when some one else flies off his rocker.

One of the best illustrations of my point occurred a few years ago in the Deep South when the formerly fearful Ku Klux Klan tried to stage a comeback. As they paraded down the principal streets of the Negro section of Atlanta, the residents did not run inside and draw the curtains in fear. They thronged out on the sidewalk, and stood and laughed at the ludicrous spectacle of grown men parading in nightgowns.

In precisely the same way, we can use our understanding of the manner in which frustration leads to aggression, our insight into the fact that childishness knows no automatic chronological terminating point, as means of laughing the pretentious and pompous practitioners of fear right out of the public gaze.

Now let me attempt to tie together the two things I have been saying—that an individual sense of insecurity comes when one's social ground is disturbed, and that one measure of maturity is the degree to which aggression derived from frustration is sublimated into the mature patterns of responsibility.

Integrity: the rallying point

These two insights come to sharp focus in the concept of integrity.

In the whole catalogue of the virtues, integrity alone has no antonym. We know honesty in contrast to dishonesty; truth has its opposite in falsehood. But who will name the opposite of integrity?

We know that integration and disintegration stand in opposition to each other; but integrity is something more than integration. Integrity has no reverse to its ob-

verse. In our understanding of human character it stands as the focal center to which all else refers. It is the central rallying point of personality. That is precisely why each of us so deeply resents a disturbance of his social ground which appears to him to threaten the integrity of his person. That is precisely why the childish reaction is to strike out blindly at whatever or whomever one can find, when frustration and fear find immature expression. That is also why the continuing pressures of society, pressures to conform, to be like everybody else, not to get out of step, to read the same books and view the same programs, hold the same opinions and use the same catch phrases—that is why the pressures to conform are so closely related to the struggle for integrity. And that is why I, for one, cannot honestly respond with heated indignation when some of my compatriots begin to shout irresponsible charges against others. I am, of course, greatly concerned over the potential damage which the adolescent mind in an adult body can do. But I think I can understand the desperation out of which extremities of utterance spring. And I think the answer to another's fears is not to become fearful in response, but to give him the calm reassurance one gives to any other child caught in a self-conjured nightmare.

And this is the point of the matter. I can give such assurance only as I myself am sure—non-dogmatically and serenely sure—of the present and of the future. I can answer fear only if I have faith.

And this faith is the center of integrity. Without it, all efforts to maintain personal serenity in a toppling world are fruitless. With it, the task of contructively building for the better day becomes possible. It is not blind faith; its eyes are open, to escape the pitfalls of the road and to help others to do the same. It is not an intolerant and dogmatically assertive faith; it rests on fact and is from time to time revised on the basis of experience. But it is a firmly rooted faith, with roots reaching deeply into the subsoil of history, so that the passing storms of contemporary controversy test the supple strength rather than break the brittle and unyielding branch.

Such integrity, so rooted, is not alarmed unduly when the soil of society is disturbed. For one of the lessons of life is that the plant thrives best when the soil is manured and digged and watered.

Giving substance to hopes

Given integrity and its continuing defense against all pressures and attacks, we have our answers to the fears and frustrations of this hour. These answers are, in very small measure, concerned with correcting the misstatements and misimpressions of the merchants of fear now moving among us. Much more are we concerned with the constructive answers to today's problems, the answers which flow from faith. For faith is giving substance to things hoped for, and it is in giving substance to hopes that we find the mature man's alternative to the child's peevishness and anger. Serenity and historical perspective can be the medicine for fear and frustration.

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We learn best when we feel not only involved and challenged, but when we have a chance to carry new ideas into action

How do parents learn?

By Jerome D. Frank

In approaching the problem of how parents learn, we must first ask ourselves, "What are we trying to teach?" The ultimate aim of all education, of course, is to prepare the learner for successful participation in his society. This has two aspects. One is the transmission of the knowledge and skills required of a member of that society, such as the multiplication table and how to run an automobile. The other is the inculcation of the habits of thought and action which enable the learner to carry out his particular role; that is, to be a good worker, soldier, spouse, parent and so on. This is what our ancestors meant by teaching the virtues.

In times when society is stable and knowledge is fixed, the task of the teacher is relatively easy. He has only to transmit the accumulated wisdom of generations, using means which at the same time implant the desired virtues, for example, classroom discipline. In times of reorganization and change such as ours, when both knowledge and values are constantly shifting, the problem of education becomes correspondingly more difficult. The unrest which is so widespread today is nowhere more marked than in the field of parent guidance. In this, as in all other areas of knowledge, we have been accumulating information at a stupendous rate. Unfortunately, it is coming in much faster than we can digest it, so it tends to be interpreted according to the fashion of the moment. Yesterday's precepts are looked on with horror today and return to favor tomorrow. For example, in a brief span we have seen the doctrine of rigid child training and "antiseptic neglect" go down before the onslaught of "unconditional love," only to re-emerge today as "setting of limits."

The truth is, of course, that although we know a lot about the behavior of infants and children, we really *know* very little about how the styles of childhood discipline affect adult mental health. To be sure, a child growing up in a home totally devoid of emotional security will probably bear the scars of this experience as an adult. But in a reasonably satisfactory home there is no reason to believe that one form of discipline will produce a better adult than another. What counts is that the pattern of child rearing in any family be appropriate to the needs of both parent and child.

Rearing a child is not something a parent does to a child but a process of interaction between parent and child. Raising a child in a family is a cooperative group activity which may be likened to a group dance. The dance will proceed smoothly if each dancer signals his own intentions accurately and responds appropriately to the signals of the others. The success of the dance leader lies in his ability to give the others clear signals and to respond sensitively to theirs. Similarly the success of the parent depends on

his skill in understanding the meaning of his child's behavior and making his own intent clear to the child.

Since no two humans are alike, the patterns of interaction developed in each family will be different. There is no reason to think that what is good for one parent and child is good for all. An active, aggressive parent and child, for instance, will work out quite a different interaction pattern from a passive, thoughtful pair. And in both cases, the parent will act wisely to the extent that his vision of the child and himself is clear, and he is able fully to use his own capacities.

Developing judgment

The goal of parent education as I see it is, therefore, to help parents to develop their own abilities for communicating successfully with their children rather than looking to others for ready-made solutions. The well-educated parent is one who, when his child does something he doesn't quite grasp, asks not "What does Gesell tell me to do?" but "What is going on here?" confident that proper action will flow from correct understanding. Our difficult task, in short, is to help parents change themselves into more mature human beings. This is a hard job because every adult has a vested interest in staying as he is.

A growing child is continually meeting new experiences and revising his picture of the world accordingly; teaching him involves mainly seeing that he gets as many of the right new experiences and as few of the wrong ones as possible. The adult, on the other hand, is governed in all his perceptions and acts by a complex, interlocking set of established attitudes. In attempting to learn new attitudes an adult must at the same time unlearn the old ones, and this is by far the hardest part of the task. For the adult's attitudes are his scheme of things, the ways in which he makes sense of his world, the chart by which he navigates through life.

There are two major ways in which our habitual attitudes maintain themselves in the face of new experiences. The first is that we continually reinforce them by unconsciously sorting out from experience those aspects which strengthen them, and overlooking aspects which contradict them. Many experiments demonstrate this. For example, some years ago, when it was still possible to find students openly favorable to communism, pro and anti-communist students were given material to read about the Soviet Union, some of which was favorable and some unfavorable. When asked later to recall what they had read, the pro-communists remembered more of the favorable material, the anti-communists more of the unfavorable. Even our memory is pressed into the service of our beliefs.

The second line of defense of a stubborn attitude is failure to act on the basis of the new experience even after it has broken through to awareness. We see the light and make a firm resolve to do better next time, but when the next time comes around we make the same mistake all over again. The ingrained habit is stronger than the new resolve. So a learning situation which will help parents to unlearn old attitudes and learn new ones must have two properties: it must convey information indicating the desirability of a change and create conditions which will help to bring about the change and make it stick.

Emotional involvement

I should like to examine with you what the characteristics of a good learning situation are, and to consider how our present modes of parent education measure up in terms of these characteristics. The properties of a good learning situation may be summed up, in an oversimplified fashion, under four headings: involvement, challenge, support and incentive to action. In order to learn from a situation the learner must become *emotionally involved* in it. That is, he must see it as potentially meeting an important need. This depends on the extent to which the situation is re-

lated to the problems of the learner and makes use of his knowledge, experience and abilities. There is no learning without involvement. If a person has no need to learn Sanskrit, he can stare at a Sanskrit-English dictionary all day without learning a word. Fortunately, parent involvement in what we try to teach usually is high.

Challenge and support

The second important aspect of a good learning situation is that it must *challenge* those of the person's present patterns of behavior which we are trying to help him change. He must be confronted with experiences or information which call his usual ways of doing things into question so that he is impelled to re-examine them. If these experiences imply possible alternative behaviors, the effectiveness of the challenge is increased.

Since every challenge is also a threat, the third attribute of a good learning situation is *support*. The learner must be steadied and encouraged, his self-esteem must be protected, as he is assaulted with challenging experiences. He must be helped to find the courage to face the challenge and try to do something about it; to abandon an old, comfortable attitude in favor of a new and untried one. Support is perhaps the crux of the learning problem. It is relatively easy to get someone involved and then bombard him with upsetting new notions, but these ideas will be rejected—unless he is helped to stand his ground.

Incentives for action

The fourth property of a good learning situation is that it include *incentives for action*. Unless the learner applies what he has learned, he really hasn't learned anything. Unless a new attitude is ingrained by use, the old one will soon reassert itself, and the nearer the learning situation is to real life, the more likely it is that the effect will carry over. It is quite possible to learn how to change a baby's diapers by studying written instructions; but it is better to practice on a doll, and best of all to practice right on the baby. The ideal learning situation for parents, therefore, should afford some opportunity for trying out old and new attitudes and strengthening those which work best through practice on the spot.

Another important incentive to action lies in group decision. The psychologist Kurt Lewin showed this in a beautiful little experiment concerned with trying to change food habits.[1] These attitudes don't yield easily—most of us, for example, would put up quite a struggle before we ate grubs, which some tribes relish. Lewin did not try to achieve as great a change as that, but he did try to teach some housewives to eat more sweetbreads and kidneys, meats they generally avoided. He compared the relative effectiveness of two different learning situations. In one, a group of the housewives listened to a persuasive lecture by a nutritionist on the advisability of serving these "delicious dishes" and ways of preparing them. In the other, the same number of housewives engaged in a free discussion with the expert simply answering questions, at the end of which a group decision to try the new foods was reached. Sometime later he went around to the women's homes to find out how many in each group had actually served these foods. He found that only three percent of those who heard the lecture, but 32 percent of those who participated in a group decision, had done so. Then to make things harder for himself he compared the effectiveness of group decision with that of individual interviews in persuading mothers to put their first-born children on a regime of cod liver oil and orange juice. Individual interviews, lasting half an hour apiece, succeeded in causing about 30 percent of the mothers to stick to the new regime. Group decision reached in meetings of six mothers at a time led 70 percent of them to do so. The group decision method was not only ten times more

[1] Lewin, Kurt "Group Decision and Social Change," in *Readings in Social Psychology*, edited by T. M. Newcomb & E. L. Hartley. Holt, 1949.

effective than a lecture; it was over twice as strong an incentive to action as was the private interview. This little study, it seems to me, has important implications for parent education.

For a learning situation to be effective in changing attitudes, in short, it should be perceived by the learner as relevant to his purposes so that he becomes involved in it. It should challenge his old ideas but support him emotionally while doing so. It should supply incentives to apply what he learns by giving him opportunities to test out his old and new attitudes and ingrain the better ones through practice—and the more it resembles the rest of his life the better. Finally, perhaps it should include possibilities for group decision as a means of strengthening the resolution of the members.

The range of techniques

Let us now examine two types of learning situations for parents in the light of these considerations. Today we make use of a wide range of techniques which seem to fall on a kind of scale. At one end are the mass media—pamphlets, lectures, films—which convey information without giving the recipient any chance to make his response known to the dispenser of the information. At the other end is the small face-to-face discussion group without any planned agenda, in which the aim is to help parents achieve greater understanding of their children through learning to communicate better with each other in the group. In between these extremes are various combinations of informational materials. I shall attempt to consider only the two extremes of this scale, mass media and free discussion groups, leaving it to you to draw the implications for those methods which lie in between.

There is no denying that mass media can be potent agents for changing attitudes, and they have the unquestionable advantage of being able to reach the greatest number of people in the shortest possible time. Mass media can *challenge* a parent's ideas, making him more aware of a problem than he was before and suggesting alternative ways of solving it. A mother may get from a pamphlet her first inkling that her child's teasing is not a sign of original sin as she had supposed, but may be a perverted appeal for affection developed in response to her own attitudes. As a result, what had been a source of helpless exasperation may come to be seen as a solvable problem, and the way may thus be paved for a change of attitude.

Information can often be *supportive* by decreasing the parent's anxiety. Many a mother can testify to the sense of relief she experienced when, driven to her wits' end by the contrariness of her two-and-a-half-year-old, she opened a book on child guidance and learned that all children this age behave like that, and that if she would just sit tight, this phase would pass. Knowing this, she could relax as she shifted her attitude from trying blindly to control the child to trying to understand why he must be so balky, and to respond to him in the light of this understanding.

While not minimizing the positive aspects of mass media, it is important to look at the debit side of the ledger. Their two main

An appalling setback?

"I believe it would be a tragic mistake and an appalling setback of America's entire humanitarian record if Congress did not remedy the omission of funds for UNICEF. For a comparative pittance, we and like-minded nations have achieved magnificent results for these youngsters and their mothers."

These words, from a speech before Congress by Senator Wiley, chairman of the Senate Foreign Relations Committee, were quoted in an editorial in the New York Times of April 7th, 1953, which went on to point out that the United Nations International Children's Emergency Fund is "broke," and that the sum of $9,814,000 authorized months ago by Congress as the United States contribution for this year has not as yet been appropriated.

To express complete agreement with Senator Wiley's stand, the Board of Directors of the Child Study Association of America telegraphed an urgent plea for continued U. S. support of UNICEF to President Eisenhower and to Secretary of State John Foster Dulles.

disadvantages are, it seems to me, the lack of chance for the recipient to participate actively, and the lack of incentive to action. The fact that the listener or reader cannot talk back makes it harder to maintain his emotional involvement in the situation: he has no stake in it. More serious is the fact that no two persons react in the same way to the same information. The purveyor of the information does not know how the various members of his audience are taking what he says and he has no chance to modify his presentation to meet their different needs. This means that information may fail to produce the intended effect on many recipients, and, in fact, may produce an effect on some people contrary to what was intended.[2] It is painfully well known, by now, that many books on child guidance just make parents more anxious and insecure. As a result they do the job less well than they did before. A vivid example is the following statement, taken from a well-meaning book on infant care:

> "The young baby is never for a moment beyond his mother's reach for it is vitally important to observe the breathing and to stimulate it by constant personal attention . . . The importance of mothering in helping a child to breathe . . . . can hardly be overstressed."[3]

If the mother takes this literally, and I know at least one who did, she becomes afraid to fall asleep lest she miss some faltering in her infant's breathing, with Heaven knows what consequences.

The other major disadvantage of the mass medium is that, though it may stir a person's resolve to action, it offers no incentive for carrying out the resolution. The listener leaves a lecture or film fired with good intentions, all of which may vanish by the time the doorstep is reached. Since habits are ingrained by repetition this has a rather alarming implication, first pointed out by William James, who said, "Every time a resolve or a fine glow of feeling evaporates without bearing practical fruit is worse than a chance lost; it works so as positively to hinder future resolutions and emotions from taking the normal paths of discharge."[4] In other words, the more one reads books or listens to lectures on child guidance without acting on them, the more one strengthens the tendency not to act. Hearing about how to improve relationships with one's children becomes a substitute for actually doing it. I think we must ask ourselves in all seriousness to what extent lectures, films and literature may increase the anxiety of parents on the one hand, and on the other give them a false sense of virtue and accomplishment which stands in the way of producing real results.

Free discussion groups

Turning now to free discussion groups which represent the other extreme of our set of educational tools, these are a relatively new form of parent education. In contrast to study groups, which have, of course, existed for years, these groups have no agenda or formal structure and the chief source of information and authority lies in the shared experiences of the members themselves.

The aims and processes of these discussion groups have been well summarized by an educator: "The goal, as the leader sees it, is to increase her (the mother's) awareness of the ways she now relates to people, and to make some improvement in those ways . . . Here is a little Society, in which real transactions occur but in the shelter of a semi-'play' situation. Here, in a controlled and protected setting, the risks and penalties imposed by 'real' situations are minimized; here one can afford to become aware of feelings and to reveal attitudes and to experiment with behavior . . . Here, a

[2] At this point in his speech, Dr. Frank told of the alcoholic who was taken by a friend to see "Lost Week-End." The intent, of course, was to reform him, but when he came out of the theatre, much shaken, he exclaimed, "Oh, how terrible. I'll NEVER—see another movie!"

[3] Ribble, Margaret A., *The Rights of Infants;* Columbia University Press, 1943.

[4] James, William; *Principles of Psychology,* Vol. I.

woman who disciplines her child to conform to her fears of what her neighbors will think, finds herself among her neighbors; here, she may find them other than she feared. But here, above all, she can catch herself in the act of subordinating her judgment to her fears, and so become free to decide which she will follow."[5]

New attitudes for old

My own experience has been entirely with therapy groups rather than discussion groups. These groups are composed of emotionally sick people instead of healthy ones and concentrate on correcting pathological attitudes. Both therapy and education groups, however, try to help members unlearn old attitudes and learn new ones and to this extent they resemble each other in methods as well as aims.[6] In the same way that much has been learned about health from studying disease, so the study of groups of patients may illuminate the processes of parent groups.

I shall therefore draw on experience with therapy groups in considering the advantages and dangers of the free discussion group. Emotional involvement is readily achieved in both types of groups. Each member can ask questions, express his doubts, and try to persuade others of the correctness of his viewpoint. These groups do, however, create one problem of involvement initially, in that they disappoint the members' expectations. No matter how much preparation they have received, many members regularly come to the first meeting expecting the leader to tell them something that will make them function better, and are profoundly disconcerted when instead of getting answers, they are apparently left to flounder. Unless they are helped to see how this strange and threatening state of affairs can potentially meet their needs, they not only won't become involved, they won't come at all.

Free discussion groups, like therapy groups, can exert a powerful supportive influence, enabling members to venture into areas of feeling they had feared to enter. Members feel supported, first of all, by the discovery that they are not unique, that others have similar problems. Most of us feel that others handle their problems or manage their feelings better than we do our own. This misconception persists, I think, because each of us has learned to present a facade of competence to the world and to conceal his own self-doubts and weaknesses. The comforting discovery that "we are all in the same boat" has been reported by members of all discussion groups, ranging from severely mentally ill patients to high administrators in industry and government. A further supportive discovery made by many members of our groups is that others

Continued on page 50

YOUR CHILD AND HIS PROBLEMS

Down-to-earth advice on how to handle the day-to-day problems of bringing up your child in an outstanding new book **by Dr. Joseph D. Teicher,** Director of the Los Angeles Child Guidance Clinic and Attending Physician (Psychiatry) at the Los Angeles Children's Hospital. Dr. Teicher begins with the problems of infancy—feeding, crying, sleeping, toilet training—and continues to your child's adolescence. He discusses jealousy, fears, play, discipline, money, allowances, movies, reading, TV, your child's emotional needs, and—the effect on him of your own adult problems. Margaret Gildes, M.D., of the psychiatric unit of the 4500 W. Pine Clinics, St. Louis, says, "It is well-written, readable and will be very useful to parents. I particularly like his reasonable attitudes toward the parent-child relationships." See YOUR CHILD AND HIS PROBLEMS at your bookstore or send $3.75 for your copy to

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34 Beacon Street, Boston 6, Mass.

[5] Powell, John Walker; "Process Analysis as Content: A Suggested Basis for Group Classification," from *The Journal of Social Issues.* Vol. VIII, No. 2, 1952.

[6] For a discussion of the differences as well as the similarities between therapy and discussion groups, the reader may wish to consult a pamphlet to which Dr. Frank referred in his opening remarks: *Parent Group Education and Leadership Training: Three Reports,* issued by the Child Study Association of America, 35¢ per copy.

Parenthood as a career

Viewed as an art and a science, parenthood can offer deeper satisfactions than were possible under rigid traditional concepts

By Nelson N. Foote

One of the most significant ways in which social science differs from the natural sciences is that in the former we can observe the passage of professional concepts and procedures into lay usage and practice. So I feel no need to apologize today for proposing that parents interested in their own development as parents will find their thinking clarified by exploring a dozen concepts arising from recent research on family relationships.

Family interrelationships

First, it seems appropriate to mention the concept of *competence* in interpersonal relations. The idea of looking at the family in terms of the relative skills of its members in handling problematic life situations (implied earlier by others, but made explicit by Dr. Harry Stack Sullivan) is at odds with the older concept of adjustment, for we are becoming aware that if large numbers of people seek only to adjust to others, they may let their birthright of self-government slip away and fail to develop as independent persons.

The parents' integrity

Historically, as numerous critics have been pointing out with sardonic glee, child development theory has shifted from emphasis upon the need for orderly routines to that for maintaining a permissive atmosphere. Now there is a reaction in turn to permissiveness, not because it was invalid as a critique of previous practices, but because it is being superseded by concepts and procedures which can better meet valid criticisms. The widening attention to autonomy and self-government is in a sense self-corrective. For as we think the matter through, we come to realize the need for the *autonomy of the parent* also. This idea of recognizing the autonomy of the parent deserves a place, therefore, as a second important concept in parent education. The autonomy of the parent needs defense and development, by the way, not only against the imperious exploitations of which a child is capable, but against the professional parent educator. Have you, as a parent, run into parent educators whose determination that you practice permissiveness with your own children left you small choice in the matter? Conversely, have you, as a parent educator, run into parents who were pathetically, almost indecently, eager to conform to the latest mandate of their chosen expert?

Equality among unequals

As against regimentation of the child by the parent, or submission of the parent to the shortsighted wants of the child, it seems probable that the new emphasis will be upon *reciprocity* between parent and

child, and also between parent and professional. Reciprocity is a far more dynamic and inclusive concept than either "routine" or "permissiveness"; morally, it is also far more democratic. Reciprocity is not simply what is meant by give-and-take; it means creating opportunities for revising the roles of dominant and dependent, in both real and symbolic ways. In a parent-child relationship in which reciprocity is fostered, the child is in the best situation to grow out of dependency and accept social obligations freely, critically, creatively. I wish there were time to point out more fully the promise of this conception, and its value in getting us out of the sterile and needless dilemma presented when we set up conformity and autonomy as static opposites. Reciprocity is the one practical way of getting around the obvious differences in the powers of parent and child in the equalitarian and responsible manner which constitutes our ideal of the good citizen, as well as the good parent or child.

Development as a work of art

By applying the relationship between the artist and his audience as a model for analysis of family relations, we arrive at a fourth helpful concept. The optimal development of the child is, of course, the aim of parental and professional endeavor, and the development of the child naturally will be evaluated in terms of the child's own behavior, that is, his "product." We can think of a child's performance as joined to that of the parent, and that to the performance of the parent educator, in a series of interlocking links. In each link, the person stands to the person in the next link as in the relationship of artist to audience, and his development may be construed as a work of art. As we get away from the old notion of personality development as a natural unfolding and accept it more as a purposeful achievement, the product of innumerable decisions and intentions, the *artist-audience* concept sheds increasing light upon the potentialities of child-parent relationships.

The learning process

Certain theories of learning seem to imply that all there is to this process is that A "teaches" X to B. According to these theories, the parent may "teach" his child to dress himself, for example. Such a simple conception of learning does not do justice to the intricate maneuvers by which a child learns, nor to the high degree of effort and creativity that learning to dress himself requires of the child, nor the many failures that may precede success and thus condition future efforts at learning.

In the first place, I would deny flatly that a mother ever teaches a child to dress. Instead, the mother dresses herself or dresses the child and thereby *demonstrates* how dressing is done. The ordinarily playful child who continually emulates the actions of persons around him often seems spontaneously to make tries at dressing himself. If so, these playful ventures into new experience and accomplishment may be encouraged. On the other hand, the child may be directly induced to commence such attempts. In either event, the second task of the parent after demonstration is *motivation.* This comes about most readily through the child's positive identification with a successful model, but includes carefully-timed coaching and encouragement.

Then there is the matter of valid *criticism.* One occasionally sees children struggling to acquire a new skill who show intense resentment of a mother who provides no helpful criticism, but praises her child for his failures as much as for his successses. Such a parent makes it impossible for the child to determine the relative worth of his trials and errors. The child who has no honest critic must remain bewildered by illusory notions of what he can do at any point and what he cannot.

Finally, there is the question of *reward.* The acquisition of new powers is in itself rewarding, and opens the way to many further rewards. With children, the giving of material gifts or payments for learning is a

very complex matter of social and symbolic relationships; if reward and punishment are not carefully understood and administered, they may have quite negative effects. For instance, rewards must be fair, or they may be construed as punishment and injustice, as when siblings are unequally rewarded for the same accomplishment.

Let me review this point in a sentence: the child learns to transcend his previous powers by a reciprocal process in which the parent plays successive roles of model, approving audience, coach, critic and judge of rewards. To distinguish learning in this elaborate sense from learning of the kind exemplified by recruits being badgered into close-order drill, the concept of *self-transcendence* seems descriptive.*

Parenthood as a career

I have a great personal interest in what may very usefully be conceived as the "professionalization" of parenthood. By this I do not mean the old wishful slogan that motherhood is a career for women who do not have careers, although it seems to me that the science of child development is making this a genuine fact. I have in mind that the steady incorporation of scientific concepts and procedures into all kinds of purposeful efforts is leading to the professionalization of work of every kind, parenthood included. In place of traditional recipes passed on intact, we are getting the progressive improvement through research of tested generalizations as to what are the necessary and sufficient conditions under which specific, desired effects may be produced. The application of social science as an aid to the optimal development of personality is a major aspect of a change in attitude which amounts almost to a change in our whole way of life. Parenthood, as we have said, can be practiced as an art; to the extent that the practice of this art is informed by science, it becomes a profession.

Play and development

The professionalization of parenthood, however, hardly needs to be taken as a grimly serious business, piling up further anxieties as to how children will turn out. Quite the contrary. Optimal development cannot be defined by any narrow set of alternatives; infinite variety becomes possible as people acquire competence. It is the limited and undeveloped person who is trapped and harassed and can never see more than one way of handling his situation. Given competence in interpersonal relations, a host of alternatives and opportunities arise. These are valuable in crises when resiliency and resourcefulness are one's best defense; under auspicious conditions, they open doors to joys unimaginable. Among these is the contribution of recreation to family life and to continuous personal development.

The quasi-family

A happy development of our times, closely related to the growth of leisure, is the widespread appearance of many kinds of what I would term *quasi-families*—small, intimate groups of persons brought together by a common interest, who become progressively involved in and committed to its pursuit, with very substantial effects upon the personality development of each member. Some of these quasi-families, it is true, have therapeutic aims, but many others are virtually recreational. Some have political aims, some seek this or that improvement, and, of course, many are devoted to child study. In such groups, each person becomes what Sullivan called a "significant other" to everyone else, at least when things go right. Research on the dynamics of these various kinds of small groups is going ahead in many places, and out of this research are coming tested procedures which can be widely applied by action agencies, such as schools, camps and clubs.

The mention of camping—a quite inten-

* An important section in Professor Foote's paper, addressed to parent-educators, had to be omitted at this point for reasons of space. It will appear in the separate proceedings of the Child Study Association of America Conference held March 3rd for workers in the field of parent education.

sive form of quasi-family life—brings to mind, however, the importance also of solitude and privacy in the development of the distinctiveness and originality of each person. There is a kind of polarity or rhythm in interpersonal relations which needs to be observed. I believe that in terms of personal management, alternation between intense intimacy and thorough privacy is far more conducive to development than the mixed state which is so common: the person who cannot stand loneliness and cannot tolerate any high degree of intimacy, and so lives in a kind of dull and boring twilight of neither, exemplified by Sullivan's description of people who spend their lives playing cards.

Parenthood: art and science

The final idea I want to introduce here is a very sketchy kind of historical or biographical sequence, which I would speak of as *the movement from tradition to anxiety to art.* This broad organizing concept not only summarizes generally what I have said up to this point, but it provides, I think, some assurance as to where the Child Study Association and all of us in family life education are heading. Countless social forces have disrupted traditional patterns of child-rearing. Scientific efforts, though sometimes ignorantly blamed for this disruption, are attempts to regain confidence and control. But by its very nature, science cannot restore tradition: it cannot turn back the clock; there is no going back. Getting parents to experiment and explore and adopt tested procedures inevitably means they must go through anxious periods of learning and re-learning. As parenthood becomes an art and a science, however, we may expect them regularly to reach a point where they can practice it with confidence and joy.

A new appointment

Dr. Gunnar Dybwad, Director of the Child Study Association of America, recently was appointed chairman of the Committee on Child Welfare in the Department of Social Welfare of the National Council of Churches of Christ in America.

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DOUBLEDAY

Parents may be hindered in
giving their child a good start if
they conform too readily to certain set patterns

By Leo H. Bartemeier

The family's role in personal growth

The problem presented by the statements in the program of this annual conference* is a larger problem than the one of parent-child relationships with which psychiatrists concern themselves and beyond which their training has not always extended. It is a problem more of the relation of social to psychiatric problems, and its social as well as psychiatric aspects affect our lives from infancy.

From the first months of our lives, through the love and security which our mothers offer to us, we begin to conform to their wishes and their promptings. After an endless number of imitative reactions, and all that we include in our understanding of the process by which a child comes to identify himself with his parents, we gradually change from amoral and asocial beings and become socialized. Out of our need to be loved and our fear of being unloved, we renounce many of our demands for immediate gratifications and accept, adapt, and conform to the standards of behavior of our parents. These early patterns, established in our babyhood and early childhood, prepare us for the later necessity to conform to the rules, prescriptions, orders and directions of our teachers, our leaders and other parental surrogates. To this principle of conformity we owe, in large measure, the fact of our having become civilized persons.

But the need for parents to conform so extensively to social pressures that this conformity interferes with their relationships with their children indicates that children may be more influenced by forces outside the home than by those which prevail within it. That parents *must* conform to these external forces in order to avoid establishing additional conflicts in their children, indicates how strongly our social institutions have become parental surrogates. This lessening of leadership within the family, as well as the increasing responsibilities that social institutions have adopted with regard to the rearing of children, is a problem which has been studied by sociologists for a considerable time. Psychiatrists, too, in varying degrees, have been well aware of the various social problems which confront parents and their children but for the most part they have tended to confine their efforts to the study and treatment of individual children and adults suffering from a variety of emotional and mental disorders, derived in the main from early experiences within the home.

The Report of the Committee on Social Issues of the Group for the Advancement of Psychiatry, which appeared in July 1950, marks a change. It represents the first formal

* See pg. 3 for Annual Conference Statement.

statement on the *social* responsibility of psychiatry. Its significance lies in the fact that psychiatry has come to recognize not only that a child is part of a family but that a family is part of a social group and that neither child nor family can be fully understood without an acute awareness of the group traditions and pressures that surround it. The statement is still largely one of orientation. I quote the following two paragraphs from this Report:

"In this report the Committee on Social Issues attempts to establish a working hypothesis for the relations between society and personality. In the present state of limited knowledge, we can achieve at best only a set of tentative principles, to be amended as the tested knowledge grows. Such an effort is a necessary prerequisite for delineating the social responsibility of psychiatry.

"In assuming this task, the Committee on Social Issues is aware that certain trends in our current social structure tend to encourage emotional sickness. It believes that many of the warps and twists of our society have significant relevance for the issues of mental health, viewed from the standpoint of both the individual and the group. It believes that certain changes in the pattern of interaction between individual and family, and individual and society, may provide a more nourishing matrix for the cultivation of mental health."

Social factors in mental illness

In this preliminary report the Committee on Social Issues did not discuss in detail the problems which occupy our program today, but we observe from the passages I have quoted that psychiatry is at last beginning to broaden its studies of psychobiological problems to include the social components of mental illness.

One of the pioneer efforts in this direction has been the Cornelian Corner in Detroit. As early as 1942, this group of psychiatrists, pediatricians, obstetricians, nurses and others imbued with the importance of the first years of life for later mental health, were deeply concerned by the widespread practice in the obstetrical wards of general hospitals of discouraging mothers who wished to nurse their infants.* This discouragement seemed to be carried out both consciously and unconsciously by nurses and physicians who persuaded mothers that "bottling" their babies was a far better method. Frequently they rationalized their position by arguing that to encourage a mother to nurse her baby must often result in failure and disappointment and that it would also interfere with established habits of the routine organization on hospital wards. This interference with mothers' natural inclinations was not limited to professional groups. When a prospective mother expressed her intention to nurse her infant, she often met with opposition from her friends, too, who argued that it was old-fashioned, that she would be tying herself down to her baby unnecessarily and that none of them had followed this procedure. Yielding to such advice from all directions, many a young mother's unexpressed resentment was reflected in her early relationship with her baby. Such pressures are examples of social interference with the parent-child relationship.

Excluding the father

The Cornelian Corner also pointed out that the relative exclusion of the father during the first days of his child's life interferes with the initial establishment of the family group. His exclusion is justified as a necessary precaution against the possibility of infection. Those responsible for his exclusion point to the extremely low incidence of maternal and infant mortality achieved by modern medicine. Yet we now have ample proof that equally good results are observed in hospitals where fathers are permitted to hold their babies from the day of birth. Evidently the exclusion of fathers has nothing to do with our medical achievements.

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* For further discussion of this topic, see report of CSAA February Meeting on *Natural Childbirth*, pg. 52.

The separation of infants from their parents by placing them in central nurseries during the lying-in period is a hospital practice which clearly interferes with the early mother-child relationship and with the growth of family feeling. As a result of widespread publicity about those hospitals where mothers may care for their infants in their own rooms and where fathers are included, too, changes are at last being made. Already several leading hospitals in this country have rooming-in plans and no longer lag behind other countries where infants are placed in basinets adjacent to their mothers' beds. In these hospitals, the mothers and often the fathers, too, can look after their babies and learn to understand them, so that when mother and child are discharged, they have the security of knowing how to care for the new member of the family. These first experiences in the responsibilities of parenthood stand in sharp contrast to the unnecessary isolation of many mothers in hospitals where commitment to an established system in ward management takes priority over what is best for parent-child relationships. For we know that the most hygienically run hospital nursery falls short if it denies to the newborn the intimate and continuing care by his mother in her own room or near her bed in the obstetrical ward.

It may be argued, of course, that the rooming-in type of arrangements which would permit mothers to take charge of their babies, would mean the establishment of a whole new orientation on the part of nursing personnel as well as some changes in nursing routine. Once established, however, it would require fewer nurses, releasing them for service so sorely needed elsewhere. Separation of mothers from their newborn infants disregards all that has been learned about the individual variations in the hunger rhythms of infants and about the value of keeping mother and child together as a primary unit during the first days of life. It has been amply demonstrated that if babies are allowed to feed as often as they wish in the first few weeks, they gradually establish their own schedules.

The practices which I have been describing, and which have an unwholesome and unnatural influence on the earliest phases of parent-child relationships, are no longer necessary. They have persisted from that period in scientific medicine when every possible precaution had to be taken to reduce the high rate of maternal and infant mortality. That these restrictions on mothers and their infants are valueless has been adequately shown in the hospitals of Duke University, at George Washington University and at New Haven, Connecticut. In each of these hospitals mothers and fathers are permitted to be with each other and with their infants frequently, and the dreaded infections have been as rare as in other hospitals. There is now a growing body of mothers who will testify that this experience is especially satisfying and gets them off to a far better start with their babies than if they waited to meet them at

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home, almost for the first time, as strangers. Evidence is constantly accumulating that the emotional and intellectual development of children who have had the benefit of close and happy contacts with their mothers in the early months is more advanced and more firmly established than those who have suffered early deprivations.

Children in hospitals

Other painful or prolonged separations of children from their parents are enforced by hospitals and other institutions whose policy-making bodies have no knowledge of the psychology of childhood. There are many children whose illnesses require hospitalization and who are then separated from their parents by rules which permit visiting only on specified days for specified periods of time. I am not referring to those children whose illnesses are contagious but to those admitted to hospitals for surgical procedures, for examinations which cannot be carried out in the home or for acute or chronic disorders requiring special care. Such separation of children from their families is not only unnecessary, but it constitutes an unwholesome experience. Long separation delays recovery and prolongs hospitalization as well. It is to be hoped that eventually our hospital authorities will make it possible for parents or some member of the family to remain with children more continuously during hospitalization.

The right time for school

One cannot be unmindful either that some parents, either because they are overzealous or for a variety of other reasons, attempt to place their children in nursery schools too early. When a child is chronologically old enough to enter kindergarten, parents sometimes find it hard to understand that from the point of view of the child's emotional development he is still too immature to withstand the separation which school would impose. In other instances, mothers and fathers are influenced to enter their children in school, camp and other activities more by neurotic competition with their neghbors than because they want what is most wholesome for their children.

The situation was well described by a social scientist in the following way:

"In a society whose market places are filled with toys and gadgets for children, parents are caught in a vicious circle. The youngsters of this generation have become perhaps the largest and most powerful pressure group in the country. What with Hopalong Cassidy outfits, television sets, and bicycles—to mention but a few of the demands—the parent is being high-pressured by advertisers on the one hand and the children on the other. The parent is fighting a losing battle."

Must it be a losing battle?

This author then asks whether parents are truly aware of the child's needs. We know, of course, that the wishes of children have always seemed insatiable. But in families where both affection and restraint have been adequately provided, the parents *never* play a losing battle. When parents have been over-permissive toward their children we know that they have thereby discharged some of their own hostilities, since yielding to all demands can only result in the children's subsequent unhappiness. Children have a powerful inclination to have what other children have and to be like others of their own age. This is part of that external pressure with which so many parents are faced; we who are parents know only too well that these requests from our children for the material things which their playmates possess is only one of many pressures which influence parent-child relationships. There are no easy solutions to these problems, but it may be helpful to remind ourselves of a few basic principles which are well-known to us all.

Children are influenced far more by the actions of their parents than by their words. If fathers and mothers repeatedly demonstrate their own need to keep up with or

excel their neighbors in material possessions, they are bound to play the losing battle described by the author I have quoted. But before children have become so far involved in the world of their peers, wise parents will try to estimate the amount of satisfaction and restraint required for each of them. When such parents show their own willingness to forego transient pleasures for more enduring values, their children will follow their example.

A potent force

The strong sense of identity which children have with their parents develops gradually from the period of infancy on into later years. From all that is known at present, these earliest years have special importance. Though it is true that parents today are beset with many external pressures which undoubtedly influence their relationships with their children, we still should not overlook the fact that the internal pressures of instinct and the pressures of emotional conflicts are older, stronger and more persistent in the lives of both parents and children than all they ever encounter in the outside world. The earliest attention to these problems—if carried forward successfully—is still the most potent force in preparing both parents and their children for a more satisfactory management of the social pressures which invade the family at later stages.

Conference for workers in parent education

How do parents learn and grow? How do programs of parent education help parents to do this? How do we determine the validity of our premises and the effectiveness of our programs? These were the questions posed at an all-day conference for workers in parent education held under the auspices of the Child Study Association of America on March 3, 1953, the day after the Association's Annual Conference. *Taking Stock in Parent Education* was the overall theme of this "second-day" conference, and in the opening session the stage was set by two challenging presentations; one by Dr. Barbara Biber, Research Psychologist, Bank Street College of Education, and the other by Dr. Helen Witmer, Director, Division of Research, U. S. Children's Bureau.

Dr. Biber pointed out that parent educators must have a lively and sensitive awareness of the many ways in which parents learn, and of the different interpretations each one may put on the materials and ideas presented to him. To help parents achieve a sense of behavior expectations and of the mutuality of the child-parent relationships is, Dr. Biber suggested, one of the aims of parent education.

Dr. Witmer spoke of the need for evaluation of programs, and their results, that is being felt in parent education as well as in other fields. She analyzed some of the questions which must be answered before any kind of evaluation can be considered reliable.

Workshop meetings, applying the morning's discussion to special areas of parent education—mass media, single meetings with films or drama, single meetings with speakers and discussion group series—constituted the work of the afternoon. In the general session which concluded the day, *The Job Ahead of Us* was outlined by a second panel consisting of the Workshop Leaders and Dr. Gunnar Dybwad, Director of the Child Study Association.

A full report of the proceedings of these meetings is now available. See page 48.

Whether you know and love music yourself, or can't carry a tune, this article shows you how to make it part of your children's lives

Your children and music

By Hugh K. McElheny

Like the classic question "What is art?" a discussion of "Children and Music" could easily lead us down a hundred philosophical and aesthetic bypaths. Many of these would be interesting, but for parents who want to bring musical experiences into their own children's lives, they might be far from helpful. Let us start off instead with some of the actual questions put to me by parents at various music-workshop meetings. Among those I hear most often are the following:

"What can I do to arouse interest in music in my child?

"I never could carry a tune. Do you suppose my child could learn to sing?

"I know very little about music myself but I want my child to appreciate it. What do I do—take him to concerts?"

Then there are questions from parents who have themselves had pleasurable and active associations with music in their own lives, such as:

"I've always enjoyed music and like to play the piano. When should my child start music lessons?

"How can I find out what instrument my child would best like to play?"

These questions probably have a familiar ring to your ears. They are natural enough and the purpose of this article is to help you find some of the answers.

The appreciation of music is a process of growth, an increasing awareness of music as a part of our culture, in which active participation, in one form or another, plays a decisive role. Instinctively we want our children to take part in this process. We feel that an active pleasure in music is valuable. The benefits of participation in our musical culture might be listed as follows:

1) Music offers a path of creativity closely allied to our emotions; a way of objectifying those feelings which cannot be put in words or illustrated graphically.

2) Participation in music makes possible a kind of group endeavor which can be supremely satisfying, both socially and artistically.

3) A successful musical experience, like successful experiences in other creative arts, tends to promote a more positive reaction to our surroundings and gives us a profound sense of well-being. Music offers another way of expressing our awareness of, and relatedness to, our environment. Call it "mastery" or "release"; this is the kind of reaction which contributes to growth and development.

How much do you like music?

In order that we may actively appreciate the art of music it is necessary that it have a function in our own lives. It does little good to say the we *ought* to enjoy music. It should be an integral part of our lives, whether it be listening, playing or composing, and we must learn to like sound itself

* Much of the material on which this article is based first appeared in the June 1952 issue of the *Vassar Alumnae Magazine*, under the same title, and is used here with the editor's permission.

if we are to enjoy the infinite variety of sound patterns we call music.

How, then, can families encourage music in their lives, and in the life of the general community? When one watches children at play, one sees many examples of the use of "music." A stick drawn along a fence in passing, a snatch of melodic pattern used in teasing, a game with musical accompaniment all show that sound is often an integral part of play activities. Some of these patterns used by children are very old and apparently have remained much the same since the Middle Ages. Musical games often show a high degree of inventive talent. There is a very "jazzy" one called "head and shoulders baby" which is going the rounds of the street corners in New York right now. Spontaneous efforts at composition occur even at the two-year-old level. Children are naturally interested in sounds and are able to make music out of them almost before they have had any musical experience per se. A little interest will often help channel these desultory sound explorations into musical experiences for both you and your children.

Don't just listen

Singing and playing with the children also contribute, of course, to the appreciation of music around the home. It is well to remember that just sitting and listening is *not* the best way to promote music with your children. Children need activity and need to act out their reactions to music. Music is movement. Even listening, if it is to be fully satisfying, must be active. (A good record based on this premise is the "Music Listening Game," put out by the Young People's Record Club.) How clear the two parts of a dance movement will become if we just get up and move about, finding a different motion pattern to go with different sections of the music! Try a Mozart minuet on your record player and ask your children to move to it. You may not get an accurate picture of the form in motion right at the start, but you will get an interesting visual and muscular reaction to the music.

Don't begin with Bach

Where to begin, and with what, is always a good question. One must begin with the familiar; with many shared family experiences. Don't begin with Bach Suites and serious listening sessions when you have never taken part in any of the musical activities your child already enjoys. Appreciate his efforts at moving to music or at experiment with sound in his own way. Try to share with him the songs he is picking up at school, from the radio or television. Working with the environment is better than trying to combat it.

Readiness for a new experience is of the utmost importance. Offering children music lessons too soon, or taking them to formal concerts before they have had enough musical experiences to make them interested, can do as much damage as having the music teacher in school say, "You must sit and listen; you haven't learned yet how to sing."

How the hypothetical music teacher would expect one to learn to sing without the practice of singing is an interesting question. Unfortunately, this kind of experience has been all too familiar in the past. The thoroughly mistaken idea that music is for specially gifted children only, and that these gifts are exhibited automatically during the first contacts with music, is a hard one to combat.

Music lessons and practicing

Most families are familiar with the problems of music lessons and practicing. Let us assume that your child is "ready" for some music lessons and has expressed repeated desire to be given lessons. Should he practice and if so how much? Should the parents insist on the child's practicing and see to it that he does, or should the music teacher be expected to take full responsibility for this matter?

It would be rather unusual to find a child

who *always* practiced willingly and conscientiously, and it is a mistake to put too much emphasis on an occasional failure or slackening of interest. If, however, practicing becomes a bone of contention, there may be a number of reasons for the difficulty. So instead of giving dogmatic answers to the above questions, we will have to ask ourselves still others.

Is the child really as ready for lessons as you had thought, or did you start him off more on the basis of your hopes and ambitions for him than of his own interests? What functional use can he make of the skills and learnings being acquired in his lessons? How well is his teacher aware of his needs and wishes? How creative is the teacher willing to be in satisfying these desires and needs?

Being able to play in a school group or for a community-family function that has meaning for the child can contribute greatly to a satisfactory motivation for music lessons. Many children who have found genuine pleasure in musical learnings and satisfactory outlets for them, have really enjoyed a certain amount of practicing and have needed little urging. An ounce of appreciation in this respect is worth many pounds of persuasion.

Piano lessons often prove particularly frustrating because they are apt to involve the learning of one piece after another with no time for enjoying what has been learned and no opportunity to share this enjoyment with others. Ensemble instruments such as the recorder, flute, violin, trumpet and others get around this difficulty because they offer a more direct opportunity for sharing accomplishments in a pleasurable group activity.

Music teachers are often guilty of being over-anxious to go on with the "next step" before giving the child the privilege of enjoying the level of accomplishment he has already attained. Several pieces at the same level of difficulty learned and enjoyed often promote more satisfactory growth than a series of carefully graded pieces of ever-increasing difficulty. And more credit should be accorded to a brief period of music lessons as a satisfying educational experience in themselves. Even a brief acquaintance with the possibilities offered by a particular instrument can lead to later participative ventures with the same or other instruments—not to mention the enhanced joy of listening that can come from practical experience with different sound media.

Choosing a music teacher

The choice of a music teacher is an even more difficult and ticklish subject than that of music lessons and practicing. There is no more direct or "official" way of finding a good music teacher than there is of finding a good doctor. Indeed, the problem in music is increased by the multiplicity of standards and points of view—all perfectly sincere and honest—that prevail in the music world.

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It seems to me that first and foremost your prospective choice should enjoy and understand children. He or she should be able to help the child to feel that he is learning something which will have real value to him at numerous points in his daily life, not just during the lesson hour, and should be able to present a variety of musical experiences suitable to the pupil's age and interests. All of this sounds reasonable enough but it is difficult to attain. One of the main stumbling blocks seems to be that many music teachers are geared to teach an art rather than a child. Talking to a prospective teacher with these points in mind will sometimes help you to choose the teacher who will do the most, musically, for your own child. In addition to these fundamental concepts a good teacher should be interested in helping the child to find ways to use his music at home and in school, and should be genuinely interested in other aspects of the child's life besides the strictly musical ones.

Perhaps you are saying to yourselves at this point that what I have said in the way of general philosophy is all very well, but how does one begin?

Start with songs

I think I would begin with singing. I have mentioned the importance of learning some songs that your children pick up in their daily environment. The riches of folk-song, both American and European, are incalculable. Whether for singing or listening they offer the best approach to the heart and meaning of our culture. They are an effective bridge to the so-called "classics"—the music of Bach, Beethoven, Brahms, Mozart and the more serious contemporary composers. The composers themselves were brought up in the folk-music tradition and there is much evidence in their music of this background.

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simple, in most cases, that children have little trouble in understanding them. One has only to think of the majestic beauty of the spiritual "My Lord, What A Mornin'," the fascinating story and intense pathos of the sea-chantey "Golden Vanity," and the exciting characterization of the work-song "John Henry," to see why they are so beloved.

Many folk songs are of such simple construction that they offer wonderful opportunities for the creative use of language. "Pick a Bale O' Cotton" from Beatrice Landeck's *Git on Board* and "Mary Wore Her Red Dress" from Ruth Crawford Seeger's *American Folk Songs for Children* are two examples of songs which can be extended verse after verse simply by changing one or two words. "Gee, but I Want to go Home" is an old army song which can be as long as you like—depending on how many rhymes you can think up. The amount of pleasure derived from this sort of creativity cannot be imagined by one who has not tried it. I have watched a group of adults spend a whole evening singing variations of one such song, making up new verses and throwing in each other's names in juxtaposition to the activities mentioned in the song.

You will also want to know some "here and now" songs that children use in connection with dramatic play-songs about boats, trains, animals and day-to-day happenings. Evelyn Hunt's book, *Music Time,* and *Singing Time* by Alice Thorn and Satis Coleman are good source books for this type of singing. Don't confine your "here and now" singing to songs in books. You or, better still, your children can make up wonderful songs of this kind on the spur of the moment.

Art songs should not be entirely neglected, for children can like them very much, but it is harder to find suitable material for them in this category. Hugo Wolf's "Biterolf" and "The Foot Traveler" and Schubert's "Hark, Hark the Lark" and "Calm at Sea" make good singing material for children. There are many art songs that children will like to hear, if not to sing. It takes some hunting and a little judgment to find them.

Be your own accompanist

Let me suggest here the advantage of being able to play your own accompaniments on the piano, the auto-harp, guitar or ukelele. There are three elements in making up a simple song accompaniment: first, you must know the melody well; second, you must know the chords to be used; and third, you must know where to put the chords in relation to the melody. This is not as hard as it sounds. Most folk songs can be harmonized with but two or three chords. "O Susanna" takes three, "Happy Birthday" three, but "Whoopee Ti Yi Yo" needs only two. Even a person with a moderately poor ear can learn, with a little practice, when to play what chord.

Records encourage participation

If you do not play anything, the recording field offers immediate opportunities for getting you started with singing and other musical projects. Start with a few folk-song records and a few of the musical activity records put out especially for children. Artists such as Pete Seeger, Susan Reed and Frank Luther have produced a lot of folk-material that is fine for children. "The Animal Fair" of Burl Ives is a good starter. Special mention should be given to the South African Veld records of Josef Marais (Decca). The Young People's Record Club issues two records that are perfect for stimulating participation both in singing and in playing along with instruments: "Sing Along" and "Another Sing Along." A newly published newsletter, the *Two to Five World Newsletter,* put out by the Children's Book and Record of the Month Club, has a fine music column written by the composer Robert Ward who makes frequent and apt references to his own children. The same organization also sends out a selected children's book and record each month.

The step from singing to action is natural for children. The very nature and context of many songs call forth dramatic action and bodily motion, and movement is another way of expressing one's understanding of the music. After you have tried some song dramatizations, try something like the minuet from Mozart's "Eine Kleine Nachtmusik." Children love to plan actions that fit the time-span of the music and the space available to them. Such added stimuli as balls, hoops and scarfs are fun, too.

Play party games and square dances require more group organization but they are prime fun. The discipline that comes from listening to the call and doing what the music demands, when it demands it, is very satisfying emotionally. Play party games and square dances make good birthday party diversions. You can get a fine selection of play party games and dances from the Cooperative Recreation Association, Delaware, Ohio. The Victor Album DC 36 "Square Dances" by Woodhull's Old Time Masters is a good collection on the discs and includes the calls.

The problem of instruments

In addition to singing and moving to music, why not explore musical sounds through the medium of musical instruments: instruments that you and your child can make or find in the neighborhood or else buy inexpensively? You do not have to start with a grand piano or a violin. Children start many instrumental experiments long before parents realize that what they are doing could be of any musical value. Quite frequently these experiments start in the kitchen or the shop.

The spoon and pan is a good start, but don't let your experiments stop with metallic sounds. The junkyard, the hardware shop and the lumber yard all contain a world of percussive sounds which can with imagination be combined into a family percussion orchestra. The combination of percussive sounds can be an art in itself. Ethnic Folkways Records have several fine samplings of Oriental and African percussion music which will introduce you to a whole new horizon of sound. The music of the contemporary composer John Cage is almost entirely made up of percussive sounds and is widely used to accompany "modern dance." A modern percussion Classic, Edgar Varese's "Ionization"—an exciting and interesting piece for both grownups and children—is put out on a long playing disc by EMS records nos. 401A and 401B.

The making of instruments at home is great fun and entirely possible. After trying out the various sounds you can make with metal bars, blocks of wood, sandpaper, spikes, soap-dish rattles (made with BB shot), you will probably want to make a drum. Very simple drums can be made of old inner tubing on a suitable frame. Salad bowls and wooden plant buckets make excellent drum frames. Thumb tacks may be used to fasten the rubber head on to the frame. Skin is greatly preferable to rubber, but more expensive. It is possible to buy second hand drum skin if you ask your local instrument repair man to save it for you. *Drums, Tom-Toms and Rattles,* by Bernard S. Mason, and *The Drum Book,* by Satis Coleman, will tell you more about drum making.

Instruments that play tunes

Sooner or later, if you have gone this far, you will want to make instruments that play a tune—or parts of a tune. Three glasses of water, tuned to notes 1, 4 and 5 of a scale, will play a harmony part for "Jimmy Crack Corn." The playing of two or three notes at the right time and in the right place will be just as satisfying to your child as the performance of a fine symphonic work is to a professional. Other experimental instruments can be made out of a variety of materials. Spikes, or bars of redwood or metal can make good marimbas. Coca-Cola bottles partly filled with water and blown across the top can make notes of a wind-instrument scale. Of course, it will take some practice and several

players to get through a tune since each bottle will play only one note. Simple recorders and pan pipes can be made out of bamboo or plastic tubes—materials that you can get through the Industrial Arts Cooperative, 340 Amsterdam Avenue, New York City. A satisfactory one-string instrument can be made of a narrow plywood box fitted with a cello string and a peg—you can make your own bridge, or buy one. All these instruments and many others are described in Satis Coleman's book *Creative Music in the Home* published by John Day & Company.

If you'd rather buy

If you would rather buy than make, there is a variety of useful instruments within a limited price range. The instruments I have found most useful in the general school music program are as follows: for harmony, the auto-harp, in which the chords are preset for you, and the ukelele, where you have to make the chords yourself (the ukelele is easier than the guitar); for melody, bell sets (with chromatic tones, these can play in any key), the psaltery (melody string instrument) and, of course, all sorts of percussion instruments, both made and bought. The wind instrument which bridges the gap between the beginning instruments already mentioned and the real orchestral family is the recorder. The recorder (not to be confused with recording machines) is a revival of a Medieval-Renaissance instrument. It is easy to learn on, yet recorder playing can be developed into a fine art. Carl Dolmetsch and Joseph Saxby have collaborated on a long playing disc for London FFR records which demonstrates what the recorder can do in the hands of an expert. The recorder is an ideal family group instrument as it can be easily combined with other instruments. In addition, it has the advantage of a sizeable literature of moderately easy yet interesting pieces. The Peripole Company, 2917 Avenue R, Brooklyn 29, New York, lists all of the above instruments and has many suggestions as to how to use them to the best advantage.

Improvisation is fun

I must say something about the use of instruments in connection with original creation and improvisation. Children love to make up songs and to improvise with percussion and simple melody instruments. These original efforts will come out of the musical life you are already providing. The first song efforts will be very simple—perhaps a word changed in a song already learned. Do not scorn these efforts. If you hear an original snatch of words or melody, try to get it repeated without making too much fuss about it. If it is something that can be repeated and learned and perhaps expanded, try it out on your instruments. You may be surprised to find that you have a growing store of original bits—short compositions which you can add to your family repertory. The Pillsbury Foundation for the Advancement of Music Education has

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four pamphlets and several records which show what young children can do when allowed free access to a wide variety of instruments. You can write to the foundation at Santa Barbara, California.

Improvising with percussion instruments is apt to be a spontaneous and immediate response to rhythm. Get a pattern started and have members of your family group join in with other patterns that seem to go well with it. Percussion improvisation is an art which improves as you and your group develop concentration and consciousness of what the other fellow is doing. As you try simple percussion patterns together you will quickly notice when one of the group loses track of what the rest are doing, for the patterns will seem to "fall apart." When this happens, break it up and start over again—this is part of the fun. You will also notice the value and effect of different qualities of tone color. Listen again to some of the Ethnic Folkways Oriental or African records and you will wonder what has happened to Western culture that we don't make more use of percussion sounds. When you have become more aware of these sounds, you will probably notice that your appetite for really fine "jazz" and Latin American selections is greater.

Remarks about records

Recorded music by now is almost a world in itself, as music representing almost every musical culture on the face of the globe has been put on the discs. With the advent of the long playing discs, the unpleasant "breaks" in the middle of compositions have largely been eliminated. High fidelity reproduction and recording apparatus have brought us a depth of quality which was unimagined a short while ago.

In considering records for yourself and your children remember that the recording field—including records for children—suffers from attacks of pure commercialism. The record world is flooded with discs whose only claim to a hearing is a frank appeal to the familiar and obvious. There is a certain common denominator of sound that comes to us through the media of the more popular dance bands, the more unimaginative movie background scores and the average radio and television show. You and your children are bombarded by this sound vocabulary and your listening habits are conditioned by it.

Love of the best comes slowly

Don't expect your children to fall for the best without adequate hearing experience. The most popular of all children's records, according to store sales, seem to be the Capitol Records offerings. These recordings lean most heavily of all children's recordings on the obvious devices of the sound vocabulary just mentioned. The truth is that the "best" in every art does not always communicate at once. Generally the symbolism used is too advanced for the contemporary audience to understand in terms of what they already know and appreciate. It is hard for us to realize that only forty or so years ago, Philip Hale, then the foremost music critic in America, could have remarked in a review that the exits all around Boston's new Symphony Hall were "exits in case of Brahms" to a majority of the patrons of the symphony of that day.

Basis for collecting

You need to use judgment in building up a collection of records which will please your children and at the same time open up wider musical horizons. You do not have to stick to children's records alone. For example, the Columbia long playing record ML 4083 which gives you the Suite by Dimitri Kabalevsky, "The Comedians" and Lecoq's "Mlle. Angot Suite," is a disc which should appeal to children and adults alike. Robert Ward, in the *Two to Five World Newsletter* for March, 1953, remarks on the futility of trying to label music as appropriate to any given age group. The music you genuinely enjoy will gradually be added to the list of music your children enjoy.

These points should be kept in mind: rhythm and melody are most appealing to children untrained in listening. Pleasure in complicated voicing, rapid harmonic changes and intricate orchestration develop slowly. Children also enjoy records where the emphasis is on a few instruments rather than on a whole symphony orchestra. "The Neighbor's Band," put out by the Young People's Record Club, is an excellent example of a small instrumental combination. This record introduces the brass instruments in a music-story combination that is ingenious and in good taste.

I asked a record dealer what he thought would interest children aside from those records specifically listed as children's records. Without hesitation he said: "All of Mozart and a lot of Haydn. Good folk song performers such as Burl Ives, Josh White and Susan Reed, and, of course, the South African Veld Songs of Josef Marais. The path from folk-song to the enjoyment of classical and serious contemporary records is a direct one."

Music as part of our lives

Opportunities do exist in our culture to make music a part of our lives. Start from where you are. If you like jazz very much, begin with that. It will mean much more to your family than if you started off in a half-hearted attempt to get your children interested in serious classical music because you think they ought to be interested. With increased interest in adult education there will be more ways to pick up your musical education where it stopped, or to give it the start it never had. Excellent courses in adult recreational music, combining music appreciation with creative experiences with instruments and rhythms, are being given by colleges interested in adult education, such as the New School for Social Research in New York City. Community Centers are also beginning to be interested in this field. Once you start being actively interested in music, your children will follow along. The way is open; it's up to you.

Fun for the air-minded child as he learns the "hows" and "whys" of flight

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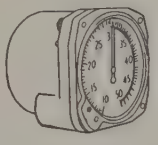

By Nelson F. Beeler and Franklyn M. Branley, authors of EXPERIMENTS IN CHEMISTRY
Illustrations by Leopold London

- a soda straw, adhesive tape, cardboard, and thread will make a working model of a pressure gauge
- a model of a drift indicator can be made with a drinking glass, a shoe box, and a hand mirror

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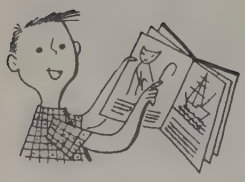

Children's books for vacation fun

Summer means "outdoors." But even here, as well as for rainy day fare, books make for more adventure.

Summer is the time for doing those many things we cannot do the rest of the year. Sunny skies, green fields, sparkling water invite us to go afield or afloat. On our rambles, unfamiliar leaves, a strange insect, the flash of a little animal disappearing into a burrow provoke a host of questions, the answers to which can make the experience more satisfying and the summer richer for both parents and children. Here is the place for well-chosen books. Some of the new books offer the young reader incentives for a variety of activities, both indoor and outdoor, and interests begun on nature walks and rainy days may well carry over through the rest of the year. Among these books are:

Outdoor activities

THE REAL BOOK ABOUT CAMPING. By Jim Roberts. Illustrated by M. Stevens. Garden City. $1.25. (9-14)

FIRST FISH. (What You Should Know to Catch Him.) Written and illustrated by C. B. Colby. Coward - McCann. $2.00. (9-12)

LET'S GO BOATING. Written and illustrated by Harry Zarchy. Knopf. $3.00. (9 and up)

BILLY GOES EXPLORING. By Dorothy Sterling. Photos. Doubleday. $2.00. (5-8)

For real enjoyment of the wonderful life out-of-doors the "tenderfoot," or even the experienced hiker, will appreciate *The Real Book About Camping* with its abundant information about every phase of camping, plus many useful illustrations. The technique of fresh water fishing—descriptions of the fish and where they can be found, the bait and lines used, as well as safety rules, are presented in *First Fish.* This attractive book will quicken the enthusiasm of the amateur angler. The young sailor and the landlubber, too, can learn about boats and how to use them properly from *Let's Go Boating,* a basic primer on all kinds of boating with clear, simple text, valuable drawings and diagrams. A little boy has an enriching adventure in *Billy Goes Exploring* that will suggest to parents the wealth of nature's offerings to the observant youngster.

For the young naturalist

THE SUN. By Herbert S. Zim. Illustrated by Larry Kettelkamp. Morrow. $2.00. (8-12)

THE STORY OF THE OCEANS. By John S. Douglas. Dodd. $3.50. (12 and up)

THE JUNIOR BOOK OF INSECTS. By Edwin W. Teale. Photos. Dutton. $3.75. (12 and up)

THE WONDER WORLD OF INSECTS. Written and illustrated by Marie Neurath. Lothrop. $1.50. (7-10)

WHAT'S INSIDE OF ANIMALS? By Herbert S. Zim. Illustrated by Herschel Wartik. Morrow. $1.75. (7-10)

WHAT'S INSIDE PLANTS? By Herbert S. Zim. Illustrated by Herschel Wartik. Morrow. $1.75. (6-10)

PLAY WITH LEAVES AND FLOWERS. By Millicent E. Selsam. Illustrated by Fred F. Scherer. Morrow. $2.00. (9-11)

Two books present the wonders of natural phenomena. *The Sun* is a richly rewarding book for grown-ups as well as for the young scientist. The marvels of this great celestial body are conveyed in an easy-to-read text with many illustrations and a few simple experiments. *The Story of the Oceans* is an absorbing account of the creation and structure of the oceans and how they affect our world, and includes a wealth of botanical and zoological lore.

The unfamiliar world of insects and their amazing activities is revealed in *The Junior Book of Insects,* a revised edition of an outstanding book. It contains directions for collecting and preserving specimens, with an extensive bibliography for further reading. For the younger reader *The Wonder World of Insects* presents these fascinating facts in simpler form.

For those ever-curious youngsters who want to know about the internal workings of plants and animals, there are two books for approximately the same age group. *What's Inside of Plants?* gives essential facts about plants, with clear text and fine illustrations. *What's Inside of Animals?* is an elementary anatomy of seven different animals in the order of their development, starting with the clam. The careful drawings are in color. The junior botanist will enjoy the simple experiments with plants suggested in *Play With Leaves and Flowers.* Included are explanations of such phenomena as the insect-catching flytrap and flowers that fold their petals at night or follow the sun by day.

Woods and fields

TREES AND TRAILS. Written and illustrated by Clarence J. Hylander. Macmillan. $3.00 (12 and up)

THE TREE ON THE ROAD TO TURNTOWN. By Glenn O. Blough. Illustrated by Jeanne Bendick. Whittlesey. $2.00. (6-9)

WHO LIVES THERE? Written and illustrated by Carroll Colby. Aladdin. $1.00. (10-14)

WONDERS OF THE WOODLAND ANIMALS. Written and illustrated by Jacquelyn Berrill. Dodd. $2.50. (8-11)

PETS, WILD AND WESTERN. Written and illustrated by Elmo N. Stevenson. Scribners. $2.50. (8-12)

BIRDS AND THEIR NESTS. Written and illustrated by Olive L. Earle. Morrow. $2.00. (9-12)

ROBINS IN THE GARDEN. Written and illustrated by Olive L. Earle. Morrow. $2.00. (5-8)

DOWNY WOODPECKER. By Paul McC. Sears. Illustrated by Barbara Latham. Holiday. $2.00. (5-8)

AN OTTER'S STORY. By Emil E. Liers. Illustrated by Tony Palazzo. Viking. $2.50. (9-12)

The older reader will enjoy *Trees and Trails,* a thoughtfully written reference book on the geographical distribution of trees in the United States, with photographs and drawings to help identify them. The story of an acorn, accidentally planted, which grew through many seasons to be a great oak tree, is told in *The Tree on the Road to Turntown,* an attractive book with many illustrations.

The many questions children ask about baby animals are answered in a warm and

satisfying book, *Wonders of the Woodland Animals,* about the family life of the more familiar furry animals: how the mothers feed, care for and train their young. How one man made pets of these creatures is related with a personal flavor in *Pets, Wild and Western.* Just the right size to slip into a pocket, *Who Lives There?* is a handy little manual identifying animal homes—nests, dens, burrows.

Robins and woodpeckers are the subjects of two intriguing books, *Robins in the Garden* and *Downy Woodpecker,* both for the youngest bird-watcher. The feeding, mating and nesting habits of these birds are excellently described and illustrated.

Things to do

KITES. A practical Guide to Kite Making and Flying. By H. Waller Fowler, Jr. Illustrated by Francis A. Williams. Barnes. $1.75. (10 and up)

THE FIRST BOOK OF PUPPETS. By Moritz Jagendorf. Illustrated by Jean Michener. Watts. $1.75. (9-12)

SCIENCE FUN WITH MILK CARTONS. By Herman Schneider and Nina Schneider. Illustrated by Jeanne Bendick. Whittlesey. $2.50. (9-12)

THE MARVELOUS MAGNET. By Harry Sootin. Illustrated by William Hutchinson. Messner. $1.60. (8-10)

FUN FOR YOUNG COLLECTORS. By Joseph Leeming. Illustrated by Jessie Robinson. Lippincott. $2.85. (10-12)

FIRST BOOK OF BRIDGE. By Alfred Sheinwold. Sterling. $2.00. (12 and up)

Anyone who has ever wondered why his kite would not stay in the air will welcome *Kites,* with its fascinating and explicit description of all kinds of kites and how to fly them.

For the would-be puppeteer, *The First Book of Puppets* offers clear and simple directions telling how to make puppets and marionettes out of odds and ends found in any home, and how to set them to work in a home-made theater. Young manipulators will have fun making inexpensive or discarded materials into attractive props.

Milk cartons furnish the material for many ingenious working models of bridges, elevators, water wheels and such in *Science Fun with Milk Cartons.* Not only are the directions easy to follow, but the scientific engineering principle behind each project is explained. In story form, *The Marvelous Magnet* suggests some wonderful experiments to be made with the insides of a discarded radio set. (This last is one of a useful series on science subjects.)

To channel that irrepressible instinct for acquiring things, *Fun for Young Collectors* has suggestions for 32 different kinds of collections with information about sources of supply and, best of all, how and where to keep them.

Older boys and girls, and their parents, too, will welcome a *First Book of Bridge.* It is a clear, sound and valuable book for the beginner.

MAY H. O..EN
F. C. GITTLEMAN
for the Children's Book Committee

Children's Book Award

The Ninth Annual Children's Book Award of the Child Study Association of America was given this year, at the Association's Annual Conference, to two books: *Twenty and Ten* by Claire Huchet Bishop, published by The Viking Press, and *Jareb* by Miriam Powell, published by Thomas Y. Crowell Company. A Special Citation was given to a third book, *Joel* by Nora Benjamin Kubie, published by Harper & Brothers.

The award, made annually by the Chil-

dren's Book Committee of the Association, is given for "a book for young people which deals realistically with vital problems in their world." In announcing this year's selections Mrs. Hugh Grant Straus, Chairman of the Committee, said:

"This year two books were so vital as to make it impossible to pass over either, and we are therefore making a dual award.

"*Twenty and Ten* presents an episode of World War II—an account of the simple heroism of twenty French children and a nun who sheltered ten young refugees from the Nazi terror. It answers, in children's own terms, today's living question: 'Am I my brother's keeper?' Mrs. Bishop has long been a favorite writer of children's books, one of which, *Pancakes Paris* was previously given a citation by this committee.

"*Jareb* is Miriam Powell's first book, and she has written it with profound feeling for her native Georgia. The boy, Jareb, and his dog, are the center of a story of family relationships in which we find the ever-present realities of hunger and ignorance as well as the hope of new ways.

"*Joel* was chosen for special citation because of its sensitive handling of its hero's struggle with two major problems: the conflict of pacifist ideals with the immediate challenge to fight for freedom; and the question of intermarriage. Although the novel is set in the American Revolution, the problems it deals with are just as real to young people today."

Pamphlet on children and youth

The National Midcentury Committee for Children and Youth published a pamphlet in 1952 which should be of great interest to parents and professionals alike. The pamphlet is *Report on Children and Youth: 1950-1952*, 46 pp., $1.00, and was written by Alexander L. Crosby.

Based on reports from states, from national organizations, from federal agencies and other sources, this pamphlet presents a stimulating account of some of the opportunities that have developed for children in the two years that have elapsed since the Midcentury White House Conference on Children and Youth was held.

It gives graphic evidence of the progress that has been and is still being made throughout the country in an effort to develop in children the mental, emotional and spiritual qualities essential to happiness and to responsible citizenship, and should provide encouragement to all who read it.

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Selected by the Bibliography Committee of the Child Study Association
Mrs. William M. Rex, chairman

Books of 1952

This list is an annual supplement to "The Parents' Bookshelf," a short comprehensive list, and "The Child, The Family, The Community," an extensive bibliography published in the Spring of 1947 which re-evaluated the literature of the last two decades in this field. Selected from books published last year on child development, family relations and many aspects of parent education, the titles included here are those which, in the opinion of the Committee, will be the most useful and valuable to parents, teachers and others who work with parents.

ADOLESCENCE. By Marguerite Malm and Olis G. Jamison. McGraw-Hill Book Co., 1952. 512 pp. $5.00. A simply written text-book for teachers and parents, designed to increase their understanding of the needs of adolescents and of the problems of social and emotional adjustment special to this age.

THE ADOLESCENT AND HIS WORLD. By Irene M. Josselyn, M.D. Family Service Association of America, 1952. 124 pp. $1.75. An excellent explanation of adolescent behavior based on psychoanalytic theory, well-written and succinct; most helpful for those with psychological background.

ALCOHOL EDUCATION: A Guide-Book for Teachers. By Joseph Hirsh. Henry Schuman, 1952. 107 pp. $2.50. A helpful outline of current medical, psychological and sociological facts about the use of alcohol, presenting this information in a healthy and constructive way. For teachers of teen-agers.

AMERICAN EDUCATION AND RELIGION. Edited by F. Ernest Johnson. Harper & Bros., 1952. 211 pp. $2.00. Leaders in the fields of education and religion discuss the complex issues surrounding the problem of religion in our schools today, presenting clearly the pros and cons from major points of view.

ANNE FRANK: The Diary of a Young Girl. By Anne Frank. Doubleday & Co., 1952. 285 pp. $3.00. A sensitive, warm and heart-breaking story of an adolescent girl in hiding in Occupied Holland, who reveals her emotions and thoughts with remarkable insight and fine literary skill.

ANY WIFE OR ANY HUSBAND: Toward a Better Understanding of Sex in Marriage. By Joan Malleson, M.R.C.S. Random House, 1952. 237 pp. $2.75. An outstanding treatment, in simple language, of the basic sexual problems in marriage. Helpfully illustrated by many case histories. The author, a grandmother, has a large practice in London.

APPRAISING PERSONALITY. The Use of Psychological Tests in the Practice of Medicine. By Molly Harrower. W. W. Norton & Co., 1952. 197 pp. $4.00. A simple explanation of the use of psychometric tests, their meaning and function as diagnostic tools in the hands of trained psychologists. Valuable as a preliminary interpretation, but not in any sense as a manual.

CHILDREN AND MUSIC: An Informal Guide for Parents and Teachers. By Beatrice Landeck. William Sloane Associates, 1952. 279 pp. $3.50. Guidance by a gifted and experienced worker, who surveys the varied ways and places where music can enter and enrich the child's world.

CHILD PSYCHOTHERAPY. By S. R. Slavson. Columbia University Press, 1952. 332 pp. $4.50. Out of his rich experience the author presents a clear picture of family and community forces affecting children's development, of how maladjustments occur and ways of treating these deviations through various kinds of individual and group psychotherapy for children and their parents. Primarily for professional workers.

CHOOSING THE RIGHT COLLEGE. By Annette Turngren. Harper & Bros., 1952. 149 pp. $2.50. An informative and readable book for high school students and their parents, which describes what a college education offers and requires of the student, and outlines the economic, academic and social aspects of campus life in all types of higher educational institutions. Evaluation of specific institutions based on practical considerations.

CONTROLS FROM WITHIN: Techniques for the Treatment of the Aggressive Child. By Fritz Redl and David Wineman. Free Press, 1952. 332 pp. $4.50. This professional, but highly readable, book describes a pattern of techniques for treatment of extremely aggressive children in a small, protected residential group. Emphasis is placed on the importance of warm relationships with housekeeping as well as professional staff, and on the recognition of children's behavior as expression of their needs.

CREATIVE AND MENTAL GROWTH. By Viktor Lowenfeld. Macmillan, 1952. 408 pp. $5.00. A revised edition of a basic book on the teaching of art, which re-examines spiritual and moral values in a time of stress and adds useful material on the child's growth through art.

CREATIVE DRAMATICS. In Home, School and Community. By Ruth G. Lease and Geraldine B. Siks. Harper & Bros., 1952. 306 pp. $3.00. A stimulating description of ways of working simply and spontaneously with children in home, school and community dramatics to develop their imagination and creative abilities.

DEAF CHILDREN IN A HEARING WORLD: Their Education and Adjustment. By Miriam F. Fiedler. Ronald Press, 1952. 320 pp. $5.00. Report of an experiment undertaken at Vassar College in which hard-of-hearing children were included in a full school program with normal children, pointing out the advantages to them, as to all children, of a rich learning environment.

DELINQUENTS IN THE MAKING: Paths to Prevention. By Sheldon Glueck and Eleanor Glueck. Harper & Bros., 1952. 214 pp. $3.00. A challenging condensation of the authors' extensive research on the contributing causes of delinquency. Readable, compact, valuable for all who work with children and youth.

DYNAMIC PSYCHIATRY. Edited by Franz Alexander, M. D. and Helen Ross. University of Chicago Press, 1952. 578 pp. $10.00. A collection of interesting papers dealing with theoretical concepts and clinical problems in dynamic psychiatry and the influence of psychoanalysis on allied fields. For professionals.

EDUCATING GIFTED CHILDREN: At Hunter College Elementary School. By Gertrude H. Hildreth, in collaboration with Florence N. Brumbaugh and Frank T. Wilson. Harper & Bros., 1952. 272 pp. $3.50. A description and evaluation of the current experimental curriculum at Hunter College Elementary School, based on the principle of separate education for gifted children, but suggesting also procedures of value to all children.

EDUCATION AND THE NATURE OF MAN. By Earl C. Kelley and Marie I. Rasey. Harper & Bros., 1952. 209 pp. $3.00. A stimulating and provocative statement of educational philosophy based on the dynamics of individual growth.

EDUCATION THROUGH SCHOOL CAMPING. By Helen Manley and M. F. Drury. C. V. Mosby Co., 1952. 348 pp. $4.50. A practical program for workers in school camping with concrete suggestions and good bibliography. Deals solely with administration and activities of camp life.

FERTILITY IN MEN AND WOMEN: The How and Why of Having Children. By James A. Rosen, M. D. Coward-McCann, 1952. 160 pp. $3.00. Information on causes and treatment of infertility in both men and women. Simply written, and comprehensive, with a recognition of the emotional factors that may interfere with productivity.

THE GREAT ENTERPRISE: Relating Ourselves to the World. By H. A. Overstreet. W. W. Norton & Co., 1952. 332 pp. $3.50. The author explores the human problems of growth toward maturity, discussing overt and inner hostilities and how to recognize and overcome them for the peace and happiness of our future society.

HISTORY OF AMERICAN PSYCHOLOGY. By A. A. Roback. Library Publishers, 1952. 426 pp. $6.00. A well-documented history of the development of the various schools of psychology in America. Valuable as a reference, highly readable.

INTERGROUP EDUCATION IN PUBLIC SCHOOLS. By Hilda Taba, Elizabeth H. Brady and John T. Robinson. American Council on Education, 1952. 337 pp. $4.00. A report of a project, in which eighteen school systems cooperated, which emphasizes the need for better intergroup understanding and acceptance not only in the curriculum itself but in community activities and parent education.

INTERPERSONAL RELATIONS IN NURSING. by Hildegard E. Peplau. G. P. Putnam's Sons. 1952. 330 pp. $5.00 Although designed primarily to help nurses improve their relations with patients, this ably written book offers basic concepts which may lead them toward greater maturity in all their relationships.

AN INTRODUCTION TO GROUP THERAPY. By S. R. Slavson. International Universities Press, 1952. 352 pp. $3.50. A new edition, with additional material, of Dr. Slavson's outstanding evaluation of the experience of the Jewish Board of Guardians with group therapy. For professional workers.

THE MANY LIVES OF MODERN WOMAN. By Sidonie M. Gruenberg and Hilda S. Krech. Doubleday & Co., 1952. 255 pp. $3.00. A new approach to the old problem, marriage vs. career, which maintains that modern woman's role is too complex for a clear-cut choice. The authors, a mother and daughter who have successfully combined distinguished professional and family careers, show how the wife and mother who develops her own skills and gifts thereby enriches her family's life as well as her own.

MARRIAGE: The Art of Lasting Love. By David R. Mace. Doubleday & Co., 1952. 210 pp. $2.75. A simple, mental health approach to marriage, suggesting the need for constant growth and adjustment through more natural expression of feelings and honest ways of handling quarrels and differences.

A MARRIAGE MANUAL. A Practical Guidebook to Sex and Marriage. By Hannah M. Stone, M. D. and Abraham Stone, M. D. Simon & Schuster, revised edition, 1952. 273 pp. $3.50. Revised and enlarged edition of the well-known 1935 book including some of the findings of Kinsey and

others and a new chapter on "Happiness in Marriage." Excellent descriptive material on sex adjustment, fertility, sterility and family planning.

THE MENTALLY RETARDED CHILD: A Guide for Parents. By Abraham Levinson, M. D. Introduction by Pearl S. Buck. John Day, 1952. 190 pp. $2.75. With real understanding of the special anxieties and problems of the parents of mentally retarded children, a noted authority gives valuable medical information and practical guidance in outlining a program for these children.

THE MODERN FAMILY. By Robert F. Winch. Henry Holt & Co., 1952. 522 pp. $6.00. Readable and scholarly, this psychosocial study of the family provides excellent background material for the understanding of the family as a social and cultural unit.

MUSIC FOR EARLY CHILDHOOD. By Osbourne McConathy and others. Silver Burdett Co., 1952. 134 pp. $3.28. Well-organized, beautifully illustrated compilation of songs and musical dramatizations with valuable text for those who work with young children and music.

MY SON'S STORY. By John P. Frank. Alfred A. Knopf, 1951. 209 pp. $3.00 The moving story of the experiences of the parents of a retarded child, who work through their first pain and defeat to an eventual acceptance of their child's handicap, and of the necessity for placing him in an institution. Deep emotional support and factual help for all parents in a similar situation.

NARCOTICS, U. S. A. Edited by Paul B. Weston. Greenberg Publishers, 1952. 319 pp. $4.00. A comprehensive discussion of drug usage and its implication for teen-agers by a panel of leaders in medicine, psychology, sociology, youth guidance and law enforcement, with suggestions for combined community efforts to combat the problem.

ONE LITTLE BOY. By Dorothy W. Baruch. Julian Press, 1952. 242 pp. $3.50. A dramatic portrayal of the process of psychotherapy of one child with one therapist, somewhat fictionalized and simplified. Not intended as a guide for parents in their day-by-day living with their children.

OUR CHILDREN TODAY: A Guide to Their Needs from Infancy Through Adolescence. Edited by Sidonie M. Gruenberg and the Staff of the Child Study Association of America. Viking Press, 1952. 366 pp. $3.95. Twenty-six articles by leaders in education, psychiatry and allied fields offer parents a stimulating interpretation of new findings in many phases of child development.

PERSONALITY IN THE MAKING: The Fact-Finding Report of the Midcentury White House Conference on Children and Youth. Edited by Helen L. Witmer and Ruth Kotinsky. Harper & Bros. 454 pp. $4.50. The official report of the findings of the 1952 White House Conference, summarizing the best current thinking in child development and youth needs in a highly readable and informative style. Usable for parents as well as for professional workers in the field.

PSYCHIATRY TODAY. By David Stafford-Clark. Penguin Books, 1952. 304 pp. 65c. A British psychiatrist presents for the layman a summary of present-day knowledge of the field of mental illness in an unspectacular but sound discussion.

THE PSYCHOANALYTIC STUDY OF THE CHILD, Volume VII. Edited by Ruth S. Eissler, M. D., Anna Freud, Heinz Hartmann, M. D. and Ernst Kris. International Universities Press, 1952. 448 pp. $7.50. Technical papers on child development, education and guidance from a psychoanalytic viewpoint. For professional workers.

QUESTIONS CHILDREN ASK. By Ben Chaloner. Faber & Faber, Ltd., London, 1952. 96 pp. 6s 6d. Practical suggestions for answering young children's questions on birth and death, written in a sympathetic and charming style with full understanding of the child's emotional needs.

RACE AWARENESS IN YOUNG CHILDREN. By Mary Ellen Goodman. Addison-Wesley Press, 1952. 280 pp. $3.75. An important discussion of the beginnings of race awareness, as seen in young Negro children. The author points out the many complex factors that bring this awareness to children at an early age and suggests the challenge to families and communities to safeguard the healthy racial attitudes necessary for mental and social health.

SCHOOL CAMPING. By George W. Donaldson. Association Press, 1952. 140 pp. $2.25. An important new phase of education, the inclusion of an outdoor camping experience as an integral part of the elementary school program. Important information about procedures drawn from an actual pioneer experiment in Texas.

SEX AND MARRIAGE: Eros in Contemporary Life. By Havelock Ellis. Edited by John Gawsworth. Random House, 1952. 219 pp. $3.00. A posthumous collection of mellow and instructive philosophical essays by a revered pioneer.

SHOULD I RETIRE? By George H. Preston, M. D. Rinehart, 1952. 181 pp. $2.50. A well-known psychiatrist tells what retirement may mean for the individual, rejecting the accepted idea that it presupposes idleness and inactivity.

SOCIAL SCIENCE AND PSYCHOTHERAPY FOR CHILDREN. By Otto Pollak and collaborators. Russell Sage Foundation, 1952. 242 pp. $4.00. This interesting and well-documented study by staff members of the Child Guidance Institute of the Jewish Board of Guardians shows various ways in which contributions from the behavioral sciences may enrich child psychotherapy. For professional workers.

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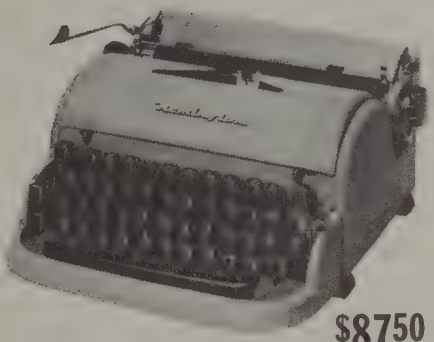

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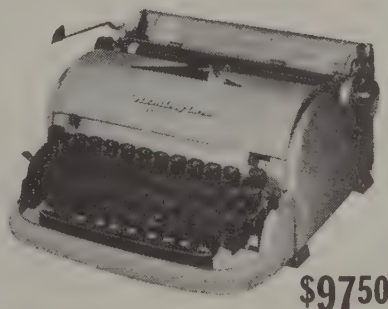

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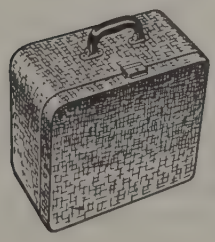

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THE STORK AND YOU. By Joan Younger. Westminister Press, 1952. 139 pp. $2.00. A helpful, practical guide for expectant mothers, covering the period from the beginning of pregnancy through the first days at home with the newborn. Based on research by the writer on changes in maternal care during the nine years between the births of her second and third child.

THEY LEARN WHAT THEY LIVE: Prejudice in Young Children. By Helen G. Trager and Marian R. Yarrow. Harper & Bros., 1952. 392 pp. $4.50. A report of a pioneer experiment in intercultural education in the early school years, with useful findings on the development of prejudicial attitudes in teachers and young children and the methods by which these attitudes may be changed.

TODAY'S CHILDREN AND YESTERDAY'S HERITAGE: A Philosophy of Creative Religious Development. By Sophia L. Fahs. Beacon Press, 1952. 224 pp. $3.00. An appealing and useful book about children and their religious development. Non-sectarian in its approach, it presents the philosophy of religious teaching developed by the author over many years, and stresses the role of the modern parent and teacher in helping the child to develop his own beliefs about himself and the nature of the universe.

THE TUCKERS: Growing to Know Themselves. By Katherine S. Wensberg, with a Guide for Adults by Mary M. Northrop. Beacon Press, 1952. 182 pp. $3.00. Fictional stories portraying children's emotional reponses to living situations, designed to be read by adults to children, as a basis for discussion. For children to utilize this material effectively, it would be necessary for a gifted teacher to lead the discussion.

UNDERSTANDING CHILDREN'S PLAY. By Lawrence K. Frank and Robert M. Goldenson. Columbia University Press, 1952. 372 pp. $3.50. Case records and observations of the play of 180 children from various cultural backgrounds, revealing the importance of creative play and creative expression in promoting children's healthy emotional development.

UNDERSTANDING YOUR CHILD. By James L. Hymes, Jr. Prentice-Hall, 1952. 188 pp. $2.95. A warm, informal picture of the development of children and parents together, based on the author's sound thinking and wide experience.

WHAT IS PROGRESSIVE EDUCATION? A Book for Parents and Others. By Carleton Washburne. John Day, 1952. 155 pp. $2.50. A brilliant yet simple and readable description of the development and significance of progressive education and its values for today.

WHO SHOULD GO TO COLLEGE? A Staff Study for the Commission on Financing Higher Education. By Byron S. Hollinshead. Columbia University Press, 1952. 190 pp. $3.00. A plan for government and private support for the selection and education of qualified and needy students at the college level. A challenge to educators, parents and the community to become aware of the loss of potentially capable students presently excluded from college.

WOMEN NEEDN'T WORRY. By Lena Levine, M. D. and Beka Doherty. Random House, 1952. 198 pp. $2.75. A reassuring explanation of the challenging and often distrurbing problems of middle life, offering concrete information on its physical aspects, and some sound guidance toward better adjustment and attitudes.

THE WONDERFUL STORY OF HOW YOU WERE BORN. By Sidonie M. Gruenberg. Hanover House, 1952. 39 pp. $2.00. A simple story, beautifully told, to be read aloud to a young child, yet for older children, too. A valuable "Guide to Parents" inside the jacket helps parents to put this book to the best possible use. A welcome addition to sex education literature.

YOU AND YOUR AGING PARENTS. By Edith M. Stern with Mabel Ross, M. D. A. A. Wyn, 1952. 212 pp. $2.75. From a sympathetic, yet objective, point of view the authors offer sound guidance on the increasing difficulty of helping the aged and their families find more satisfying ways of meeting the pressing problems related to the position of the aged in our modern society.

YOUR CHILD CAN BE HAPPY IN BED: Over 200 Ways Children Can Entertain Themselves. By Cornelia S. Parker. Thomas Y. Crowell, 1952. 275 pp. $2.95. Helpful suggestions for entertaining sick children, including book and record lists. Shows real understanding of children's needs.

YOUR DEAF CHILD: A Guide for Parents. By Helmer R. Myklebust. Charles C. Thomas, 1950. 133 pp. $3.00. A professor of audiology, gifted in his understanding of the emotional, social and medical problems which deafness presents for the afflicted child and his parents, offers sound guidance on meeting home and school difficulties.

YOUR MARRIAGE AND THE LAW. By Harriet F. Pilpel and Theodora Zavin. Rinehart, 1952. 358 pp. $3.95. A balanced and informed guide for the layman in thinking about his legal problems and rights in marriage.

This selective booklist is compiled by CSAA's Bibliography Committee as part of its continuous evaluation of books for parents, teachers and others. Our policy, however, is to keep the advertising columns open to responsible publishers whether or not titles advertised appear on the Association's lists.

The wrong worries

Continued from page 8

what accidents happen to life and learning because some kids are so slavishly dependent on the group code?

When judgment fizzles out

The second illustration is of a well-known phenomenon: the superegos of some children melt like a Hershey bar in the sun under the impact of group psychological heat. Although this is a well-recognized fact, we have no explanation for it at present, as the group psychologists have not had enough chance to study it. This is what happens: very often you find whole groups of young people who get into trouble far beyond their intentions and act the way adults only act when they take part in a race riot or a convention in somebody else's town. If you talk to these young people afterward, you find that they are really not that unbalanced and vicious at all. What happened? What forces in their backgrounds enveloped them in a momentary seizure of vandalism or group violence so that their judgment just fizzled out and they were totally unable to rebel against the mass dictum? How can we learn to raise the melting point of values and judgment under the heat of crowd excitement? And why do some people who have a much lower value system nevertheless keep as cool as cucumbers when everybody else around them goes haywire?

Witch-hunting

Thirdly, in this question of over-dependence on the group, we run into the phenomenon of witch-hunting—the thing that happens when the mass makes a scapegoat of an unpopular deviant. This happens with children, as well as with adults, and is not just a matter of imitating adults, either. If some child comes from another locality, or another race, or for some reason seems to be different from the others, it is very easy for one or two people to turn the whole crowd against him and even those who were, a moment before, good friends of his will be swept by the group excitement into persecuting him. Or there may be a good gossip in a group of girls: she does not need to be a strong person or a dictator to upset relationships and friendships right and left. One minute, Joan likes Mary, but after the gossip has done her work, Joan is ready to throw Mary overboard. Then the whole gang turns against Mary and none of her former friends dare to stick up for her.

Neither education, mental hygiene, psychiatry or psychology has yet produced the concrete data needed to help us deal with these various kinds of enslavement to group opinion. We have a number of techniques for helping children identify with the group, but none for helping them see that identification cannot be carried to the point where it means giving up all their own values and judgments under the stress of mass excitement. The youth of this country has been fairly well prepared to resist the dictator and the big shot who wants to run everything. But we are leaving them without effective means of resisting the urge to go along with the crowd, to do what is popular at all costs. And this dependence on group codes is as dangerous to democratic functioning as the inability to defend oneself against wrongful authority.

The fears we love

IV. *Why do we hang onto our fears?* There is no doubt that parents today are much more scared of their job as parents than they were fifty years ago, and some of this anxiety and self-consciousness is all to the good. Unless we become a little more aware of the pitfalls we may encounter, we are likely to be stupid and naive and do whatever occurs to us without regard for its effect on the children. But somewhere in the process of creating this concern, another kind of anxiety has been generated. I find that many parents are now reacting more toward their fears than toward their children. They are more concerned with these fears than with

trying to find out exactly what the children need.

Most of us have fears we'd rather not have; sometimes we can afford to get rid of them, sometimes not; but in any case, we'd really like to get rid of them. Then there are the fears based on real life situations—the anxiety about the future, about whether there will be another war or not, etc. These you may be able to modify, but you can't get rid of them entirely no matter how long you lie on the analyst's couch. But most of us also have fears of still a third kind—the ones we don't really *want* to give up. We cultivate them because we feel that without them we would be nobody, and because in certain circles these are the anxieties you have to have if you want to belong.

Illustrations

From my experience with children, let me give you two examples of how this works. There are the children—usually from a well-educated, middle-class background—who are badly afraid of admitting open aggression toward an adult outside the home. It sometimes takes three or four months of daily visits before I can get such a child to stop concealing his fear. Suppose he comes late to his appointment, obviously doesn't want to be there, and hates me for getting him to come. If I say, "You're late today. Maybe you weren't so happy about coming?" he'll answer, "Oh, no, I know you're just trying to help me!" This suggests that both he and his parents would be greatly upset if he should show his feeling of hostility to someone in authority over him.

Then there is the opposite kind of fear. Some of these youngsters are not in the least afraid of their aggressions. If they think I am a dope, they say so in no uncertain terms. But if they find themselves beginning to like me or one of their other counselors, they would rather die than admit it. I have to go through an equally extended period of interviews with these youngsters before I can get them to say "Well, she's really O.K. I like her." For them, open acceptance of an adult means social death and ostracism by the rest of the gang.

Fashionable anxieties

Parents also have certain anxieties which we over-cultivate because in this day and age they are fashionable, and because through them we can find acceptance in the group. The first of these is the fear which I would describe as the feeling that a psychiatrist has just flitted past your window. Influenced by this shadow, parents are continually asking, "My God, what does it *mean?*" and everything that a child does is interpreted as the beginning of a neurosis, psychosis and so on. Many of us speculate for hours as to the meaning of Johnny's behavior and compare it with other cases where similar behavior was symptomatic of such and such. But we forget that while all behavior has many meanings, some of them may be quite irrelevant at this specific time and for this particular child, and we fail to realize that what might be significant under one set of circumstances may not be so at all in others.

A second type of fashionable anxiety might be suggested by the question, "Who is looking over your shoulder now?" Often, as parents and adults, we have great difficulty in reacting directly to our children without looking over our shoulders to see who is watching us: it may be, again, the psychiatrist, or the latest textbook, or the gang at the office, or the study group we attended last week. A child may be practically begging for some parental control, but just when we are about to interfere we think, "Oh, no; better not. What would my child study group say?" and we let him

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go haywire until he has a real anxiety attack. Sometimes what looks over our shoulder is our own childhood—"When I was a little girl," and so forth. And by the way, if you have fears that your own mother or grandmother is watching you, keep them to yourself: don't tell the kids. The worst argument you can possibly use is your own case history. If Mary is late for dinner and forgot to call you up, meet the situation squarely and for what it is and don't drag in "When I was your age." One of the biggest causes of fatalities in child-parent relationships is the lack of strategy on the part of the adult. The children are smarter.

Panic about habits

Another type of anxiety which parents tend to cultivate is panic about habit formation. I don't say there's no such thing as habit formation, though I do say it's a little more complicated in human beings than in rats. But it interests me that nowhere in the books on child development does anyone come out clearly and say: *behavior which is more typical of a phase than of the child himself or herself as a person is guaranteed not to be habit-forming.*

If a baby crawls on all fours for some weeks at a certain age, this certainly does not mean that he will form the "habit" of crawling and will continue to do so until we "break" him of it! To be sure, it's not always as easy as that, or so clear when a certain kind of behavior is typical of a phase or when it should be attributed to other causes. But we do know that behavior which is part of a developmental stage is dropped like a hotcake when the need for it is over.

Yet parents often worry because they notice that their children have repeated a certain action three or four times, and they think they detect the beginning of something which they must stop at once before it has lasting and dire consequences. We often make this assumption far beyond the point justified by the findings of child development studies.

The last anxiety I want to mention on the list of those which we cultivate in conformity with social tradition, is the fear of our own emotions. Which emotions you are scared of depends on the era in which you live, and the group with which you travel, and what side of some "either/or" formulation you are following at the minute. If you are all for permissiveness, for instance you will be ashamed to admit that you are ever angry at your child; but if you are of the red-blooded, right-minded persuasion, then you will work with all your might to keep the child from knowing that you like him and feel unhappy about punishing him. Now there is nothing wrong with these reactions in themselves, and perhaps it's just as well not to accept your temporary anger or gush of sentimentality as the final criterion for your actions. However, you can be seriously hampered by fear of your own emotions.

No emotion is wrong per se

We understand now that it is quite normal for us to be angry sometimes at our children—and they at us. Yet we are so afraid of our own tempers that at times we consider not whether it is wise to interfere, but whether we dare interfere at all. Some people are so afraid of their own aggressions that they always resort to a hypocritical kind of tact, as when a teacher is afraid to say, "Listen, shut up now, I can't hear anything," and says instead, "Now, class, don't you think we'd all like to be quiet for a little while?"

On the other hand, we are sometimes afraid of the positive relationship. If you read back in the history of child development studies, you'll find that our own grandparents were haunted by the fear that there was a connection between too much love and masturbation. No one puts any stock in that particular piece of nonsense any more, but some of that kind of thinking has crept into our child-care culture and one still encounters here and there the belief that too much love will emasculate children

and make them weaklings. This, again, is plain nonsense—provided you are careful in your definition of love. Yet we often see this theory at work, as for instance, when fathers come back from long military service and in spite of their delight in seeing their kids feel that it is their duty to "toughen them up" after months or years of female tutelage, and so don't dare to show their affection.

So, it's important that we don't get caught in this general insistence that certain emotions are wrong per se. Love and aggression are, in themselves, perfectly all right. The important question is not whether we feel them, but what we do with them. There is a difference between our having these feelings and the feelings "having" us and determining our educational behavior to the exclusion of observation and thought. Therefore, let us not think of "youth" in the abstract, or of young people as symbols of this or that, but let us think of *this child, here* and *now.*

How parents learn

Continued from page 19

take them seriously. As one man put it, "In a therapy group I can talk and be listened to. Elsewhere people fit what I try to say into their thoughts." Even more heartening is the realization that one can be helpful to others; that one is not only listened to seriously, but that others benefit from what one has to say.

To the extent that a group can be supportive it can, of course, also be the reverse. Group rejection can be quite damaging to a member's self-respect and one of the tasks of the therapist is to try to forestall such occurrences in early meetings. Later, after group cohesiveness is strong, this is no longer a problem in either therapy or discussion groups. Violent arguments can and do develop without destroying the basic feeling of support.

The group situation offers many occasions for challenge and stimulation. These spring partly from the fact that as the group members get comfortable with each other, the points of disagreement come to the fore. Two forms of challenges are perhaps worth special mention. One has been called the "mirror-reaction," the discovery of an undesired characteristic of one's own in another person before one can see it in oneself.

"King David's anger"

A famous example is the biblical story of David and Bathsheba. David, as you remember, stole Uriah's wife and Nathan was sent to reprove him. He did so by reciting the story of the rich man who took his poor neighbor's little ewe lamb. David's "anger was greatly kindled" against the rich man and he recommended the severest punishments for him. Whereupon Nathan told David, "Thou art the man." "King David's anger," as a psychiatric colleague[7] has termed it, operates continually in therapy groups, and is a potent route to greater self-understanding. For example, in one group two patients engaged in a feud lasting several months. Both were Jewish, but one tried to conceal the fact and the other ostensibly gloried in it. The attitude of each infuriated the other. It turned out, of course, that each was attacking in the other person feelings he had hidden from himself. Eventually the militant Jew came to accept his own doubts about the advantages of belonging to a minority group, and the believer in assimilation discovered considerable pride in his background.

Another way in which the group situation stimulates and challenges is through transference reactions—by which is merely meant the transfer to someone in the present of feelings that really are appropriate to someone in the past, usually a member of the family. A large part of what goes on in therapy groups consists of members reacting to each other as if they were parents, siblings, or spouses, and through this learning to correct their distorted feelings. For ex-

[7] Dr. Henry P. Laughlin.

ample, one man found himself storming at another who was saying that he drank too much and also boasting that he could act any sort of role so convincingly that he could go for a year without anyone discovering his true self. The first patient angrily accused the second of living in a dream world and exhorted him to face reality. Suddenly he stopped in the midst of a tirade, and said, "I'm not angry at him. I'm angry at my mother." He then went on to describe how his mother, who was an alcoholic, lived in a dream world, how she had a million personalities and was always trying to impress others, and how, as the eldest son, he had tried for years to reform her. Finally he said, "I don't have that man's answer. I guess I don't have my mother's either."

Of course, neither mirror nor transference reactions occurs with such openness in parent education groups, but they are often present in covert form. The leader should be alert to them because of their potentialities for stimulation and challenge.

A sample of real life

Finally, a therapy or discussion group is obviously more likely than a lecture to impel a member to action. Members are continually practicing old and new attitudes and learning to change themselves in the light of the responses of others. The group is a modified sample of real life, so that what is learned there is relatively easily carried over into relationships with family and friends. In addition, although these groups do not reach formal decisions binding on their members, a consensus often develops which has something of the same effect. The next time the temptation to carry out a disapproved act comes up, the member is better able to resist it and to try to do something else because he remembers the group's attitude and desires not to let it down.

The incentive to action can miscarry, for there is no assurance that the group consensus will always be right, and the emotional contagion of a group may sweep the members into channels which seem quite undesirable to the therapist. However, failure of the leader to accept a consensus greatly weakens its force on the members. Furthermore, it is worth remembering that the group's judgement in sometimes better than the leader's.

In short, compared with mass media, although the small face-to-face discussion group reaches fewer people, it is a more powerful agent for change, whether for good or bad. The potential usefulness of these groups cannot be fully exploited at present because of lack of leaders. From this account it is clear that the role of the leader in a free discussion group is very different from that in a lecture or study group. He is less the authority and more the catalyst and interpreter of interactions among the group members. His task is both to awaken and to shield the participants, to maintain a supportive neutrality with respect to all sides of an argument, to help members to focus on significant issues and fully explore their attitudes. The demands on his poise, sensitivity and skill in human relationships are great.

Before closing, let me insert a word of caution. I have not meant to imply that discussion groups are the best form of parent education or that all parents should participate in them. All methods have their place. The task is to choose the proper one for the job at hand.

When you start training—
LITTLE TOIDEY
Little Toidey on adult seat. Note footrest.
Whether you "condition" baby before muscle control through the pleasant Little Toidey, or you begin after the toddler "knows what it's all about", Toidey will help you. Write for complete details and book "Training the Baby."
Little Toidey on Low Base. (Footrest removed)
TODDLER'S TOIDEY Base and Pan, a complete unit.
Top of Base on Adult Seat with Steps.
THE TOIDEY COMPANY
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FORT WAYNE, INDIANA, U. S. A.

CSA meetings

Natural childbirth

On February 17, the Child Study Association was privileged to present to its members and their friends a new film on Natural Childbirth, produced by the University Obstetrics Service of the Grace-New Haven Hospital. Dr. Paul Molumphy, assistant professor of Obstetrics and Gynecology at the Yale University Medical School, and Dr. Morris A. Wessel, Pediatrics Chief of the Out-Patient Department of Grace-New Haven Hospital, discussed the film and the possible implications of natural childbirth for the relationship between parents and their children. Dr. Justin T. Callahan of the New York Hospital and Hazel Corbin, director of the Maternity Center Association, also took part in the discussion, which was chaired by Dr. Gunnar Dybwad, Director of the Child Study Association.

In speaking of natural childbirth, Dr. Molumphy said, "We do not mean by the use of this perhaps unfortunate title that childbirth should be entirely spontaneous and unassisted, that pain-relieving agents should not be used, or that a woman or doctor 'fails' if complete anesthesia or surgery becomes necessary." Kindred emphasis was put by other speakers on the fact that in every case the wish of the parents, particularly, of course, the mother, should be considered in all such matters as natural vs. traditional obstetrical childbirth procedures, breast-feeding vs. bottle-feeding and rooming-in vs. separate nursery facilities for the baby. Where "natural" childbirth, preceded by instruction and exercises, has been the mother's free choice, there seem to have been results that are emotionally satisfying, and the experience of the Grace-New Haven Hospital with rooming-in and breast-feeding indicates that, with the same proviso, the results are rewarding for both parent and child. The father's role, as part of the "team" was considered important during both the pre-natal and post-natal periods. The question arose whether it was actually possible to eliminate fear of childbirth through education, and Dr. Wesley said that while there might always be a certain amount of apprehension, education and preparation were certainly more effective methods than simply telling the patients "not to worry."

Learning from books

In April, the Association sponsored a panel discussion on the topic: *What Can Parents Learn from Books About Themselves and Their Children?* Discussants were Grace McLean Abbate, psychiatrist, Nina Ridenour of the Ittleson Family Foundation and Aline B. Auerbach, CSAA staff member. The moderator was Miss Virgilia Peterson of the TV program, "Author Meets the Critics."

On the question of whether "practical" advice—books telling parents what to do when—has a useful place in the literature for parents, Dr. Ridenour was of the opinion that it does, although one must be prepared for the fact that it may misfire. She felt that there was a danger in making the advice *too* specific and in assigning certain behavior expectations to certain ages without stressing the many wide variations that often occur. Dr. Abbate thought that in many cases books should be supplemented by discussion, and Mrs. Auerbach suggested that parents find it helpful to understand the *reasons* for behavior, as well as to know what outward manifestations to expect. The panel agreed that in general books for parents might well contain less blanket advice and more information about the scientifically observed facts of child development. They also pointed out that there is actually less disagreement among the experts than is popularly supposed, but that misquotation and misinterpretation often give the impression of widely differing viewpoints.

Do books about parenthood arouse anxiety? Can parents absorb and use information about unconscious motivation? These were some of the questions discussed by the panel. To the first of these the response was that there is no way of safeguarding all parents at all times against anxiety, and that it is perhaps better to run this risk than to withhold knowledge entirely. Knowledge about motivations and behavior in children is of real importance where the parent has to choose between different ways of handling a situation. And it is even possible, it was pointed out, that a certain amount of anxiety *ought to be* aroused in parents of the "Hairbrush and Woodshed" school who feel that they know all the answers. At all times it is important for readers to be free to take from each book what best applies to their own families and their specific situations.

Recent translations of Piaget

The recent visit to this country of the distinguished French psychologist, Dr. Jean Piaget, has served to highlight once more his contribution to the understanding of the development of the intellectual capacity of children in all of its aspects. Two volumes, recently translated into English and published in this country in 1952, include the results of his recent years of observation and research and thus act as an important supplement to the basic studies that were formulated many years ago. These volumes are *The Origins of Intelligence in Children,* International Universities Press, 419 pp., $6.00, and *Play, Dreams and Imitation in Childhood,* W. W. Norton & Co., 296 pp., $5.00. Profoundly technical in content and packed with minute details, these books give evidence of the author's continuing creativity and rich and challenging insight.